DOCUMENT RESUME

ED 370 207 EA 025 842

| | |
|---|---|
| TITLE | Education for All: Status and Trends. |
| INSTITUTION | United Nations Educational, Scientific, and Cultural Organization, Paris (France). |
| REPORT NO | ISSN-1020-0908 |
| PUB DATE | 93 |
| NOTE | 54p. |
| AVAILABLE FROM | EFA Forum Secretariat, UNESCO, 7 Place de Fontenoy, Paris 07 SP, France. |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Access to Education; Developing Nations; Educational Assessment; *Educational Improvement; *Educational Quality; *Educational Trends; Elementary Education; Equal Education; Foreign Countries; International Programs |

ABSTRACT

The 1990 World Conference on Education for All, held in Jomtien, Thailand, resulted in the creation of the International Consultative Forum on Education for All. The "World Declaration on Education for All" adopted at the conference reaffirms the international community's commitment to ensure the right to education for all people. Subsequently, the International Consultative Forum was established to monitor progress toward Education for All (EFA) and to promote consultation and cooperation at a global level. This report, issued by the Forum's Secretariat, provides a global overview of current trends in primary education. Following the introduction, the first section examines progress made toward the following goals: reducing illiteracy; reaching the excluded children; easing the demographic pressure; and universalizing primary education. The second section identifies the ups and downs of primary education, such as uncertain growth and the schooling of girls. Section 3 describes problems in ensuring educational quality--the measurement of quality, the age at which children enter school, incomplete schools, grade repetition, school survival, lack of materials, teachers' qualifications, and the measurement of academic achievement. Resources for education are described in the fourth section, which include public expenditures and donor support for basic education. The final section examines the EFA process in various countries. A league table shows key indicators for 87 developing countries; another illustrates how 121 countries are implementing the EFA framework. Twenty-five figures are included. Appendices contain a list of regions for the EFA report and notes on data. (LMI)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 370 207

# STATUS and TRENDS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Zanuttini

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 025 842

BEST COPY AVAILABLE



education for all

EA025842

6 September 1993

# C O R R I G E N D U M

## *EDUCATION FOR ALL : STATUS AND TRENDS*

*The ups and downs of primary education : pages 16-17*

In the four graphics shown on pages 16 and 17, please make the following corrections:

(1) The graphics have been inverted in the process of printing. The X and Y coordinates should be read as "*GER (1980)* and *GER (1990)*" respectively.

(2) The upper half of the four graphics showing *"Decline"* should be read as *"Increase"* whereas the lower half showing "*Increase*" be read as *"Decline"*.

*Status of basic education in developing countries - a league table : page 24*

The revised adult literacy rate for 1991 for India, according to the Indian National Commission for UNESCO, should be read as *52.1 per cent in 1991* as against *48.2* per cent shown in this Report.

*Under Technical notes (7) page 26*, please read as "the *female-male* literacy gap has been calculated by dividing the *female* literacy rate by the *male* literacy rate"....

*The EFA process in countries : Conclusions, page 45*

Paragraph 5 on page 45 should be read as "Only *thirteen countries (11 per cent)* report a significant increase in the allocations for basic education in the national budget since Jomtien, but the data for this aspect are particularly incomplete...."

# Education for All

# STATUS and TRENDS

This report is published by UNESCO for the International Consultative Forum on Education for All, a global mechanism established to promote and monitor progress towards Education for All goals.

The designations employed and the presentation of material in this report do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Any part of *Education for All: Status and Trends* may be freely reproduced with the appropriate acknowledgement.

For further information, please contact:
EFA Forum Secretariat,
UNESCO, 7 Place de Fontenoy,
75352 Paris 07 SP, France.
Tel: (33-1) 45680894,
Fax: (33-1) 40659406

Cover design: Ursula Woss
Layout: Astera Koskas
Printing: Technic Imprim

© UNESCO 1995
ISSN: 1020-0908
*Printed in Paris, France*

## Contents


***Introduction*** 5

***The challenge for the year 2000*** 7

*Reducing illiteracy* 7

*Reaching the excluded children* 10

*Easing the demographic pressure* 11

*Universalizing primary education* 12

*Needed: 4 million new primary teachers* 13

***The ups and downs of primary education*** 15

*An uncertain record of growth* 15

*The schooling of girls* 19

***The quality puzzle*** 21

*Measuring quality* 21

*Starting school too late or too early* 22

*Incomplete schools* 22

Status of basic education in developing countries: a league table 23

*Grade repetition* 27

*School survival* 28

*Lack of teaching and learning materials* 29

*Teachers' qualifications* 30

*Measuring learning achievement* 31

***Resources for education*** 33

*Public expenditure on education* 33

*Soldiers versus books* 34

*The growing priority of primary education* 35

*Donor support for basic education* 36

***The EFA process in countries*** 39

*After Jomtien: countries act* 39

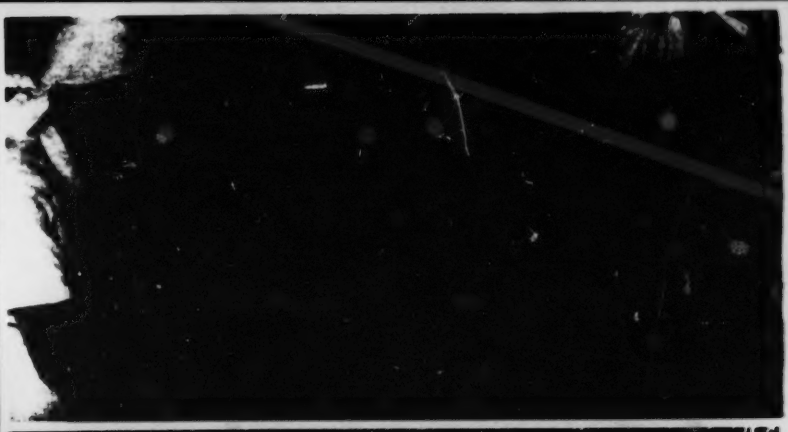
*A global overview of country action* 41

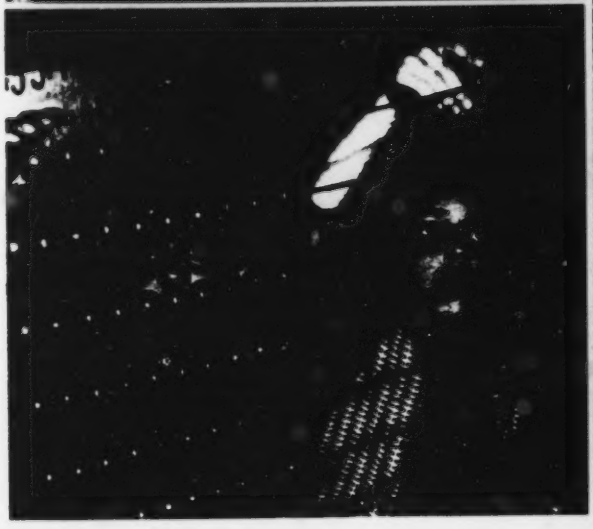
*Country tables* 42

*Conclusions* 45

Annex 1 - Composition of regions for the EFA report 46

Annex 2 - Notes on data 47





Photos

1 Ministry of Education, Nicaragua/UNESCO
2 D. Berstecher/UNESCO
3 Centralna Agencja Fotograficzna, Warszawa/UNESCO
4 D. Roger/UNESCO
5 D. Roger/UNESCO
6 O. Alimze/UNEDBAS

BEST COPY AVAILABLE

# *Introduction*

Photo: W. Cutull UNESCO

The *World Conference on Education for All — Meeting Basic Learning Needs* (Jomtien, Thailand, 5-9 March 1990), a key event during International Literacy Year, was organized in response to the widespread concern over the deterioration of education systems during the 1980s and over the millions of children and adults who remain functionally illiterate and poorly prepared for life in the mainstream of their societies.

The *World Declaration on Education for All* adopted at the Conference reaffirms the international community's commitment to ensuring the right to education for all people. It also effectively broadened the scope of *basic education* to include early childhood development, primary education, non-formal learning (including literacy) for youth and adults, and learning conveyed through the media and social action.

Convened by the executive heads of the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and the World Bank, the Conference was hosted by the Royal Government of Thailand. Eighteen governments and organizations co-sponsored the initiative. Some 1,500 people representing 155 governments, 33 intergovernmental bodies and 125 non-governmental organizations, institutes and foundations came together at Jomtien. They agreed on a *Framework for Action to Meet Basic Learning Needs* to serve as a guide for countries and organizations in their efforts to put the principles of the *Declaration* into effect.

Subsequently, the *International Consultative Forum on Education for All* was established to monitor progress toward Education for All and to promote consultation and co-operation at global level among the broad constituencies.

This report is issued by the Forum's Secretariat to provide policy-makers, development practitioners, educators and other interested professionals, as well as the media, with a graphical overview of the situation and current trends in basic education using the latest available data for selected indicators.

***Primary schooling, the "cutting edge" of basic education, is the focus of this report***

Primary schooling, the "cutting edge" of basic education, is the focus of this first issue. Other aspects of basic education and learning achievement will be highlighted in future issues.

Most of the report presents indicators by geographical region, rather than for individual countries. This enhances its readability but obscures variations between countries within the same region. The composition of the regional groupings used in the report is given in Annex 1.

However, two sections contain data for certain specific countries. The central section, entitled "Status of Basic Education in Developing Countries", presents data on five significant variables for 87 countries and ranks them according to their net enrolment ratio (NER) for primary schooling. The section also shows another ranking according to an experimental "Basic Education Index". The final section presents "EFA process data" for 121 countries. Readers who seek additional educational data for these or other countries are invited to consult *UNESCO's Statistical Yearbooks 1980-1992* and the *World Education Report 1991* (UNESCO, 1991).

Official data for certain indicators are not available for all countries, so other sources have been used to fill data gaps where possible. Unless indicated otherwise, projections are based on current trends, so they do not take into account the possible impact of shifts in policy and programmes that may occur in various countries.

In preparing the report, the Forum Secretariat received excellent co-operation from UNESCO's Division of Statistics and Division of Basic Education, as well as the UNESCO-UNICEF Basic Education Monitoring Project. However, the report does not necessarily reflect the policies of UNESCO or UNICEF. Mr Q.U. Khan, consultant, deserves particular credit for his dedication and hard work in processing the statistical data and designing the graphics.

Photo: D. Budnik UNESCO

# *The challenge for the year 2000*

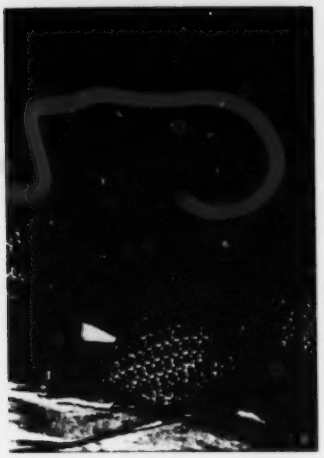
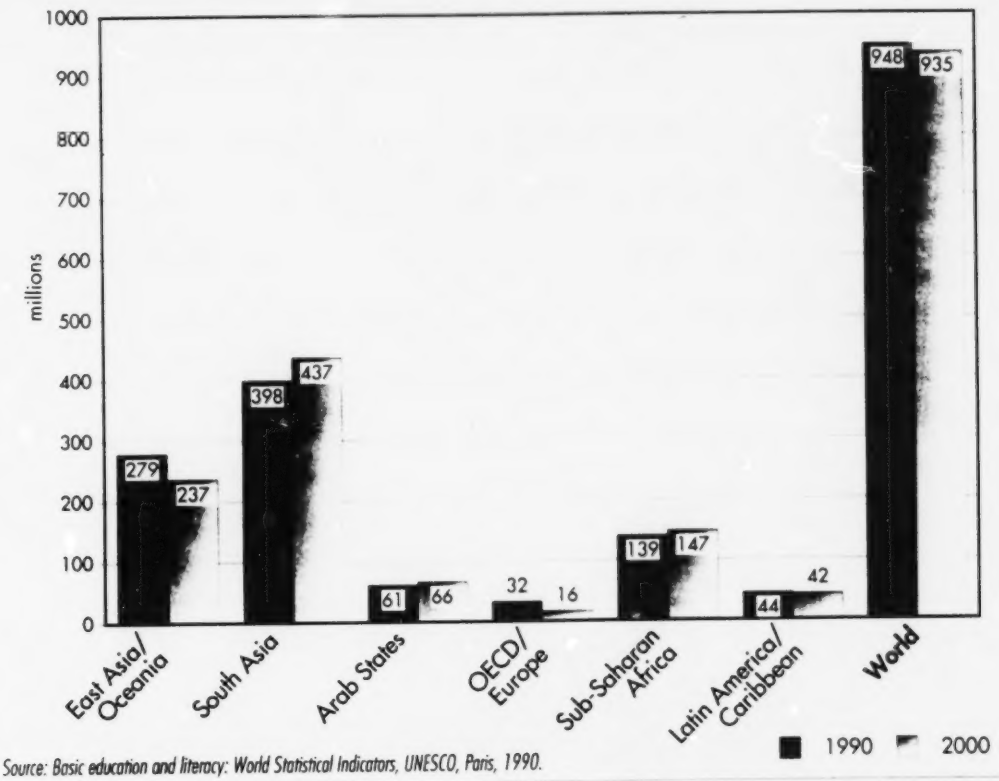


Photo: D. Roger / UNESCO

### *Reducing illiteracy*

The estimated 948 million illiterate adults in the world bear witness to the past failures to provide Education for All. However, UNESCO estimates that if present trends continue, the number of illiterate men and women will actually drop during the 1990s to about 935 million by the end of the century. This decline will mainly be due to progress achieved in East Asia, including China, and to a smaller degree, Latin America and the Caribbean. But in all other parts of the developing world, there will be more illiterates in the year 2000 than today. Nearly two-thirds of the world's illiterates will continue to be women, although the number of illiterate women in South Asia will drop by 15 million to about 278 million by the year 2000.

***Estimated illiterate population aged 15 years and over, 1990-2000***

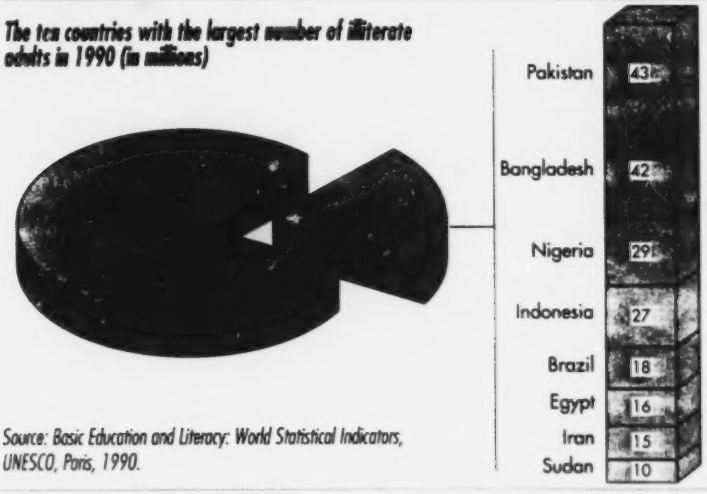



*Source: Basic education and literacy: World Statistical Indicators, UNESCO, Paris, 1990.*

*The geography of illiteracy*

Three-quarters of the world's illiterates live in only ten countries: India, China, Pakistan, Bangladesh, Nigeria, Indonesia, Brazil, Egypt, the Islamic Rep. of Iran and Sudan. If Education for All is to be achieved, a breakthrough must take place in these key countries. What do they have in common? They share a number of challenges due to their physical size, and huge populations, and vast rural and remote areas. Many have considerable cultural and linguistic diversity. But developments in science and technology, coupled with these countries' inherent economic potential, present dramatic opportunities to meet the challenges.

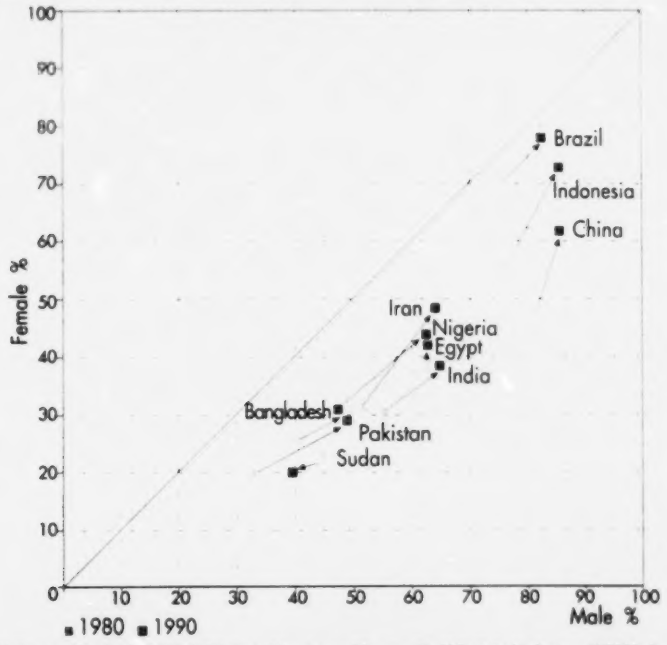
**The ten countries with the largest number of illiterate adults in 1990 (in millions)**




*Source: Basic Education and Literacy: World Statistical Indicators, UNESCO, Paris, 1990.*

Over the past ten years Indonesia and Iran made most headway in literacy as both the male and female literacy rates increased considerably between 1980 and 1990. All ten countries report a higher

**Trends in literacy rates by sex in the ten most populated countries 1980-1990**




*Sources: UNESCO Statistical Yearbooks, 1980-1992; Basic Education and Literacy: World Statistical Indicators, UNESCO, Paris, 1990.*

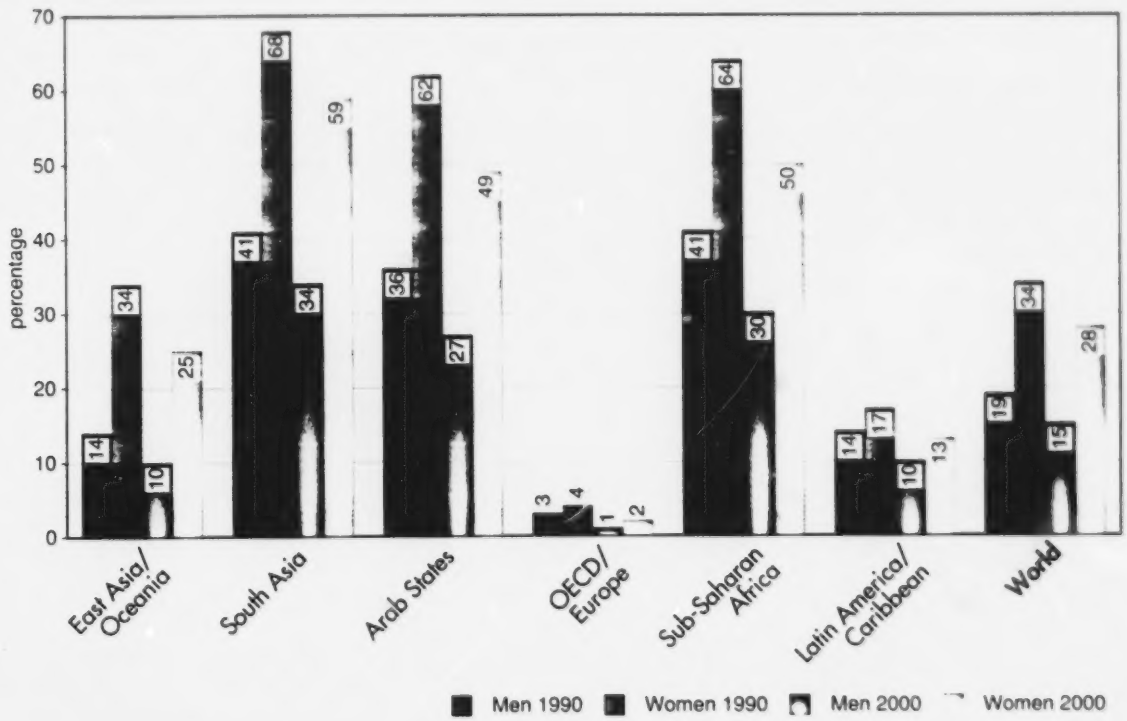
literacy rate for men than for women. This is most pronounced in Sudan, Pakistan, India and Bangladesh, while Brazil and Indonesia have managed to narrow the literacy gap between men and women. Pakistan, India and Bangladesh also succeeded in increasing both the male and female literacy rates considerably, but without alleviating the gender disparity. Egypt, Sudan and Mexico made small progress, mainly in boosting the female literacy rate.

Photo: I. Manos

*Gender disparity: focus on women*

Women are the main victims of illiteracy. One out of three adult women in the world today cannot read and write, compared with one out of five adult males. In sub-Saharan Africa, the Arab States and South Asia, two out of three women are illiterate. While adult literacy rates are expected to rise by the year 2000 when some 85 per cent of all men and some 72 per cent of all women may be literate, the female illiteracy disadvantage will not just "go away" in the course of general educational development. In East Asia and Oceania, for example, UNESCO projections show that the gap between male and female literacy will persist even as the literacy level in general increases. Unless the world community targets female illiteracy, this gender gap will continue well into the next century. Efforts should be concentrated in South Asia, sub-Saharan Africa and the Arab States, which currently account for more than 400 million illiterate women.

***Estimated adult illiteracy rates by sex 1990-2000 (percentage of illiterate adults in the population aged 15 years and over)***




*Source: Basic education and literacy: World Statistical Indicators, UNESCO, Paris, 1990.*

Photo: D. Budd Gray / UNICEF

## *Reaching the excluded children*

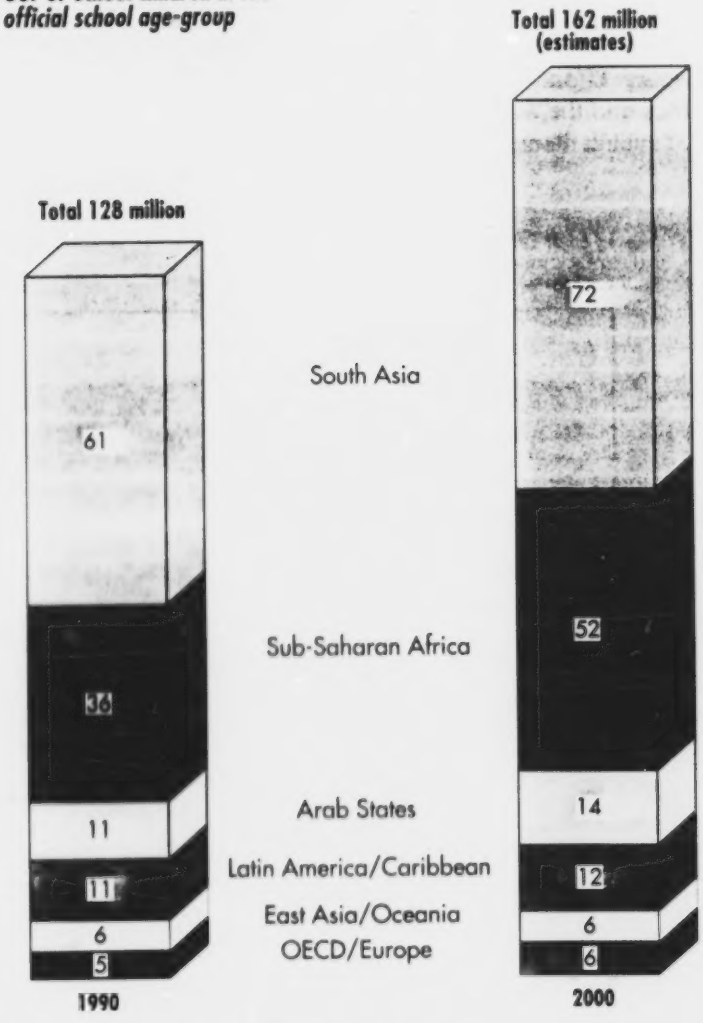
Although primary schooling for children is compulsory in most countries, some 128 million children, or 20 per cent of the school-age population, are excluded from primary education at present. Most of them are in South Asia and in sub-Saharan Africa.

Who are the "missing children"? Most live in remote rural areas or in urban slums. Most are girls. Most belong to population groups outside the mainstream of society: they pass their days in overcrowded refugee camps, displaced by man-made or natural disasters, or wander with their herds. Often marginalized by language, life-style and culture, they do not enjoy a basic human right — the right to education.

If no breakthrough is achieved, the number of children excluded from primary schooling may rise to 162 million by the turn of the century. Some fifty-two million will be in sub-Saharan Africa and 72 million in South Asia.

*If no breakthrough is achieved, the number of children excluded from primary schooling may rise to 162 million by the turn of the century*

***Out-of-school children in the official school age-group***




*Source: Estimated from UNESCO Statistical Issues Series, STE/2, March 1991.*

## *Easing the demographic pressure*

In the developing world, the educational progress of the past two to three decades has been achieved despite high fertility and population growth rates. But a new trend is developing. Today fertility rates are declining in most countries, partly due to the increasing educational level of women. As a consequence, the primary school-age population is growing at a slower rate than the rest of the population.

**Women's education and fertility rates**

Photo: Lemoyne/UNICEF

Source: World Fertility Survey, Fertility in the Developing World, 1986.

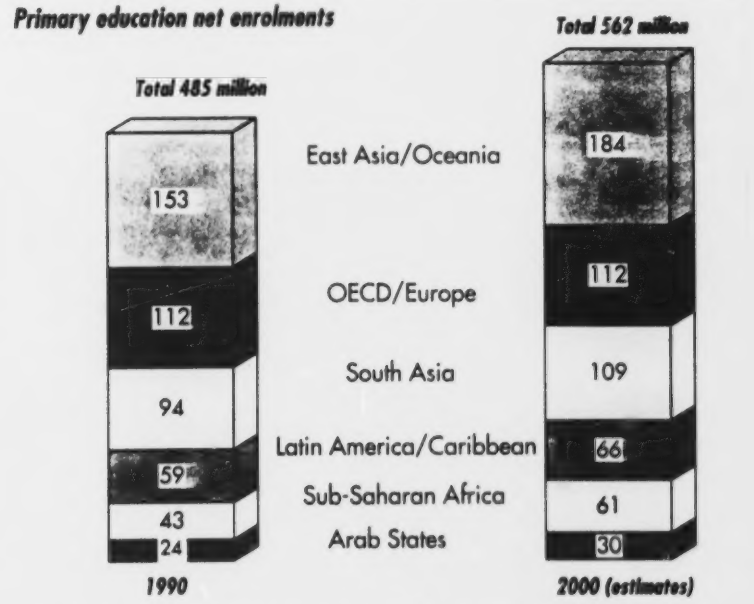
***Today fertility rates are declining in most countries, partly due to the increasing educational level of women***

In many of the world's largest countries the trend toward fewer children is unmistakable. In India, for example, where total population will increase by 2.2 per cent annually this decade, the number of children who need a place in school will grow by only 1.6 per cent per year. In Indonesia, the growth rate of school-age children will be only 0.5 per cent per year, in Bangladesh 1.9 per cent, in Mexico 0.8 per cent, Brazil 1.1 per cent and Egypt 0.8 per cent. The overall populations in these countries will grow at least 1 or 2 per cent faster per year due to gains in life expectancy.

Only in two regions do the prospects look gloomy: sub-Saharan Africa and East Asia. There, the school-age population will grow more rapidly than the total population during the present decade. Thus, the "school-dependency ratio" (the school-age population as a proportion of the total population) will either stay the same or show a slight increase.

### *Universalizing primary education*

Since the 1960s, universal primary education (UPE) has been an almost mythical target when countries and regions have mapped out education strategies. The Jomtien Conference did not abandon that goal, but added a new dimension: the "expanded vision" of Jomtien goes beyond formal schooling to encompass both non-formal educational activities (such as learning at home and in community groups), adult literacy and "life-skills" with immediate relevance to health, employment and other needs.

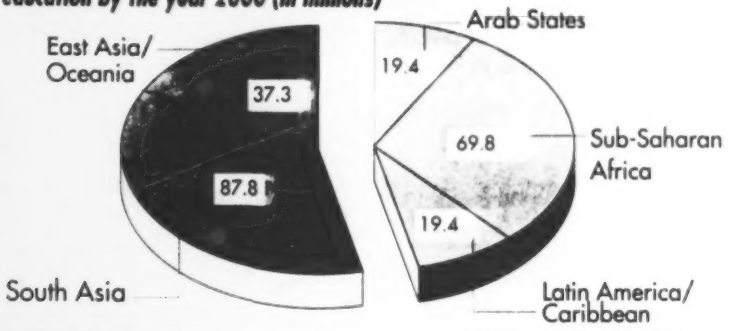



Source: Estimated from UNESCO's Statistical Issues Series, STE/2, March 1991.

Providing all school-age children with a place in primary school by the year 2000 remains a major challenge, even in those developing countries that already report net enrolment ratios above 80 per cent. Universal primary education by the year 2000 calls for school buildings, teachers and instructional materials for an additional 233 million school-age pupils. At least part of this additional accommodation already exists, but it is being used, to a large extent, by the millions of over-age and under-age pupils. It is estimated that in 1990, some 373 million boys and girls of primary school age (usually 6-11) had to share scarce school resources with some 118 million pupils who were outside the official school age. This has led to overcrowded schools, poorly maintained or absent school buildings and over-stretched teachers. For many developing countries, reaching UPE will require creating more school places and reducing repetition so that children move through the system at a "normal pace". If this is done, the effort to provide a place in school for all school-age children will be less daunting, at least in countries where gross enrolment ratios are already close to or beyond 90 per cent, notably in Latin America or East Asia.

***UPE by 2000 requires buildings, teachers and materials for 233 million additional pupils***

***Estimated additional school places needed to achieve universal primary education by the year 2000 (in millions)***

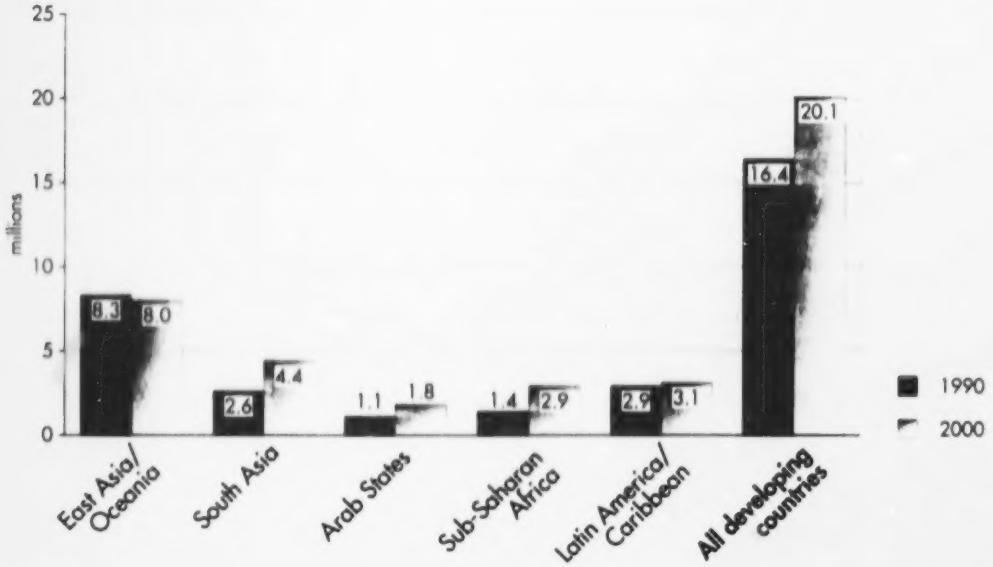



In sub-Saharan Africa, the stakes are much higher: a total of 112 million school places will be needed for UPE by the year 2000, compared with a gross enrolment of 56 million and net enrolment of only 43 million in 1990. Obviously sub-Saharan Africa will need major outside assistance to be able to meet the challenge of UPE.

### *Needed: 4 million new primary teachers*

If UPE is to be achieved by the year 2000, some 20 million primary teachers will be needed in the developing regions, which means 4 million more than today. In particular, more women teachers will be needed if girls are to have a fair chance in schooling. Numerous studies indicate that girls in developing countries learn better and stay in school longer when their teachers are women. However, increasing the number of teachers will be difficult because teachers' salaries already constitute up to 90 per cent of recurrent education budgets in most countries. Sub-Saharan Africa and South Asia face the most difficult task of recruiting and training new teachers.

***Total teachers needed to achieve UPE by the year 2000***



Photos
1. D. Roger UNESCO
2. G. Gaut UNESCO
3. B. Wolff UNICEF
4. W. Gerail UNESCO
5. A. Jonquieres UNESCO



BEST COPY AVAILABLE

# *The ups and downs of primary education*

### *An uncertain record of growth*

During the 1980s, the total number of primary pupils in the world continued to increase: there were 56 million more in 1990 than 10 years before. However, compared to prior decades, the growth rate slowed down.

One region bucked this general trend: East Asia, where a slowdown in the general population growth in countries such as China, the Republic of Korea, Singapore and Thailand resulted in 14 million fewer primary school pupils by 1990.

***Countries with declining primary enrolments during 1980-1990***

| Sub-Saharan Africa | Arab States | Latin America/ Caribbean | East Asia/ Oceania | South Asia | OECD/Europe |
|---|---|---|---|---|---|
| Angola | Lebanon | Bahamas | China | Afghanistan | Albania |
| Liberia | Morocco | Barbados | Rep. of Korea | | Australia |
| Madagascar | Somalia | Chile | Singapore | | Austria |
| Mozambique | | Cuba | Thailand | | Belgium |
| Nigeria | | Dominica | Tonga | | Bulgaria |
| Tanzania | | Dominican Rep. | | | Denmark |
| | | Guyana | | | France |
| | | Jamaica | | | Germany |
| | | Mexico | | | Greece |
| | | N. Antilles | | | Hungary |
| | | Suriname | | | Italy |
| | | | | | Japan |
| | | | | | Luxembourg |
| | | | | | New Zealand |
| | | | | | Norway |
| | | | | | Portugal |
| | | | | | Romania |
| | | | | | San Marino |
| | | | | | Spain |
| | | | | | Sweden |
| | | | | | Switzerland |
| | | | | | United Kingdom |
| | | | | | Yugoslavia |

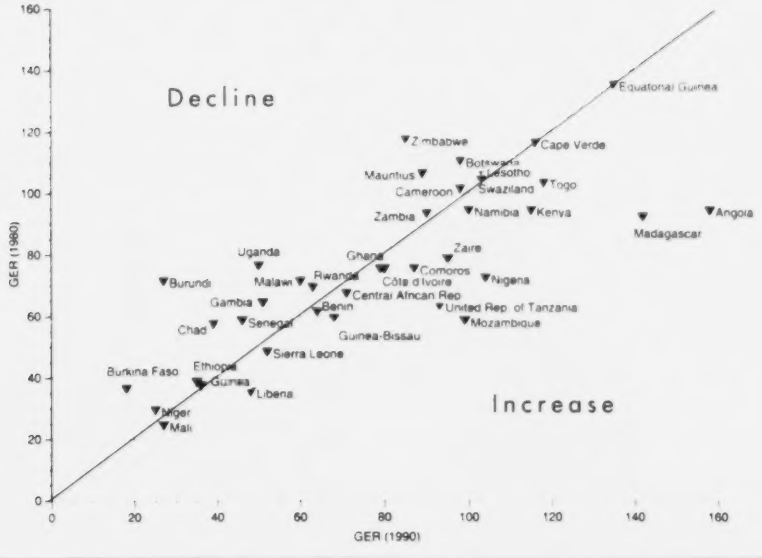
*Source: UNESCO Statistical Yearbooks, 1980-1992.*

Other countries also saw a drop in primary enrolments, notably eleven countries in Latin America and Caribbean, and the majority of the twenty OECD European countries. In most of these cases, the decline of primary enrolments can be ascribed to population dynamics and reduced numbers of over-age students.

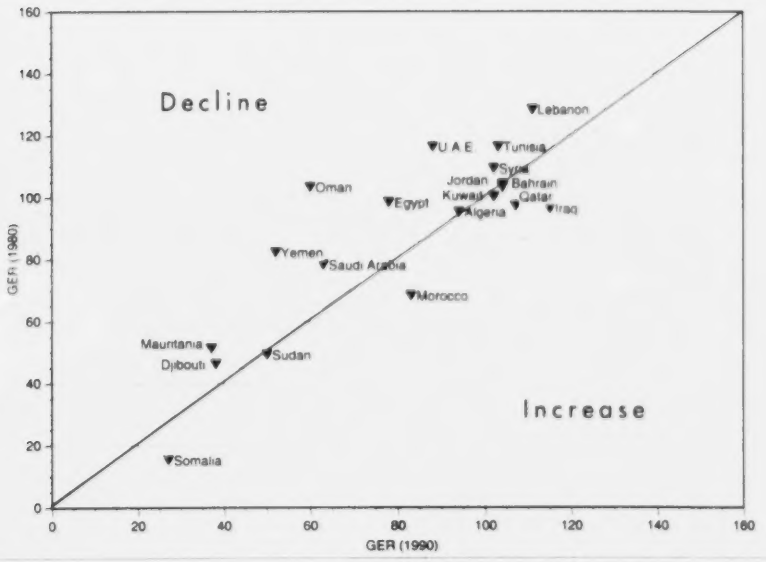
However, the decline in primary enrolments in some other parts of the world is due to other reasons. The harrowing civil wars in Afghanistan, Somalia, Angola, Lebanon, Mozambique and Liberia have taken a heavy toll on primary education and so has the severe economic slump in countries such as Nigeria, the United Republic of Tanzania and Madagascar. Moreover, the circumstances of the enrolment drop in certain East European countries such as Romania, Albania and ex-Yugoslavia need closer scrutiny.

***Primary gross enrolment ratios: 1980-1990 (both sexes)***

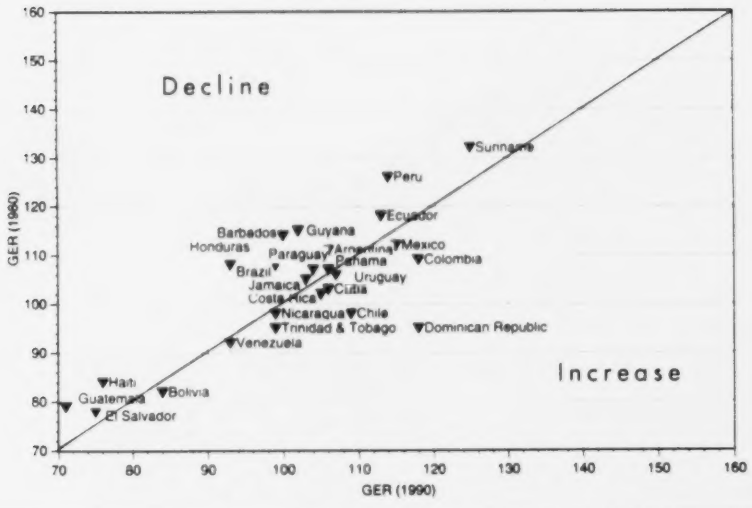
**Sub-Saharan Africa**



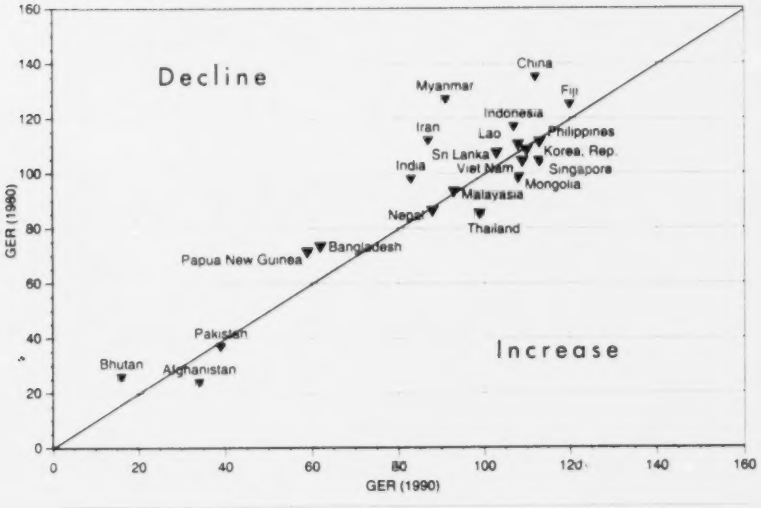

**Arab States**



**Latin America/ Caribbean**




**Asia**




*Source: UNESCO Statistical Yearbooks, 1980-1992.*

The gross enrolment ratios in primary education (GERs, or the proportion of pupils of all ages in primary education to the total official primary school-age population) tell a revealing story about the capacity of school systems.

GERs show that during the last decade, all regions slightly increased their school capacity except for sub-Saharan Africa, where it fell by 3 per cent. But regional averages hide the fact that in far too many developing countries, the capacity for accommodating children in primary school actually diminished in the 1980s, leading experts to call this a "disastrous decade for education". No fewer than eighteen countries in sub-Saharan Africa reported declining GERs throughout the 1980s compared with seven countries in the Arab States, eleven countries in Latin America and the Caribbean, and nine in East Asia and South East Asia together.

However, there are some success stories. Burundi, Senegal, Uganda and Zimbabwe managed to boost their GERs, and Egypt increased its GER by 20 percentage points so that it now can accommodate almost 100 per cent of the school-age population. Furthermore, oil-producing countries such as Saudi Arabia, the United Arab Emirates and Oman made considerable strides, as did Yemen, a relatively poor country.

There has also been impressive growth in Latin America, where GERs jumped during the 1980s and now exceed 100 per cent in sixteen countries.

Finally, in the South Asian countries of India, Bangladesh and most notably Iran, the growth of primary school capacity outstripped the growth of the school-age population such that gross enrolment ratios increased by 10-25 percentage points between 1980 and 1990.

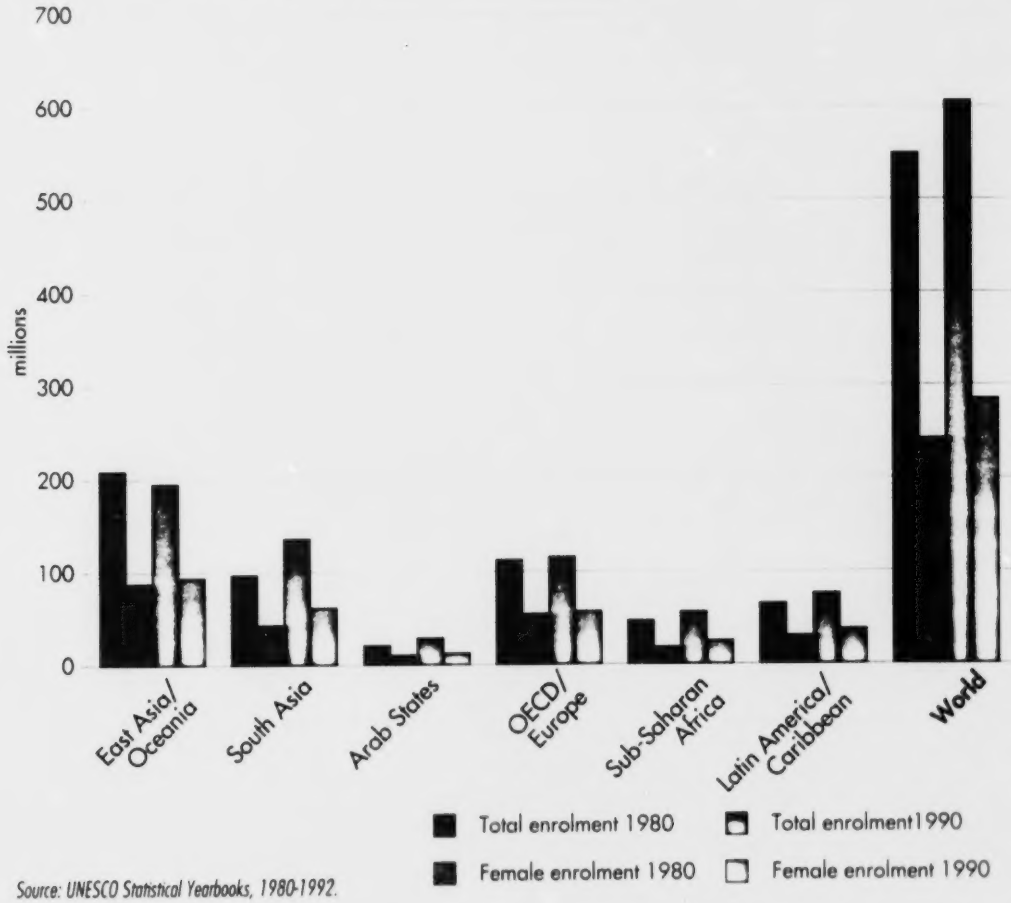
*Girls' schooling has a positive effect on child survival, family health and nations' economic well-being*

Photo: G. Nehmeh UNRWA

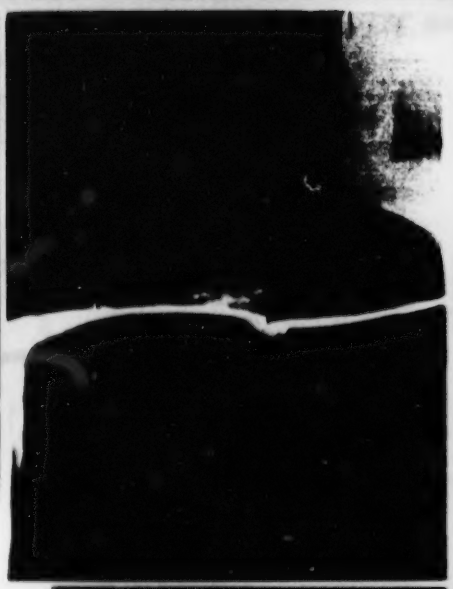
## *The schooling of girls*

As study after study shows the powerful positive effect of girls' and womens' schooling on child survival, family health and a nation's economic well-being, it is ironic that the majority of the world's out-of-school children are girls. In most parts of the world, girls are also under-represented at every school level. However, there are signs of improvement: The proportion of girls in primary school worldwide increased from 44 per cent in 1980 to 47 per cent in 1990. Only two regions did not make headway in this area: the Arab States, where the proportion of girls to boys actually dropped from almost 50 per cent in 1980 to only 42 per cent by 1990, and South Asia, where no significant progress was achieved. By contrast, sub-Saharan Africa managed to increase the proportion of girls from 40 per cent in 1980 — the lowest in the world — to 44 per cent in 1990, thereby approaching the world average of 47 per cent.

***Total and female enrolment in primary education: 1980-1990 (in millions)***




*Source: UNESCO Statistical Yearbooks, 1980-1992.*



Photos
1. F. Caracciolo
2. B. Batisse, UNESCO
3. D. Roger, UNESCO
4.
5. Unations
6. D. Bregnard, UNCHR



BEST COPY AVAILABLE

# The quality puzzle

## *Measuring quality*

In many countries the rapid expansion of school enrolment since the 1960s has been accompanied by a perceived decline in the quality of education. Children commonly compete for a place in overcrowded classrooms, with poorly prepared teachers and few if any textbooks.

Against this background the Jomtien Conference called for quality improvement: making the learning environment better so that children actually learn how to improve their lives. Quality has also been a main theme of most national Education for All policy roundtables and action plans that have followed the Jomtien Conference.

But what is 'quality' in education? What factors contribute to it? And how can it be defined in operational terms that permit it to be measured?

***The Jomtien Conference called for quality improvement: making the learning environment better so that children actually learn to improve their lives***

In the context of schooling, the concept of quality is linked to how efficiently learning occurs. This is believed to be strongly determined by the teacher's subject knowledge and pedagogical skills, the availability of textbooks and other learning materials, and the time spent by pupils actually learning their lessons. Learning achievement against established norms is usually assessed by means of tests. However, this "model" for explaining and measuring quality is difficult to apply in countries that have problems each year merely counting pupils, teachers and classrooms. It is also difficult to apply to basic education programmes outside the school. Furthermore, it does not take into account another important dimension of quality: the relevance and effectiveness of learning. The proof of quality in this regard becomes evident only after the learner leaves school or other basic education programme to seek employment, establish a family, and participate in community life.

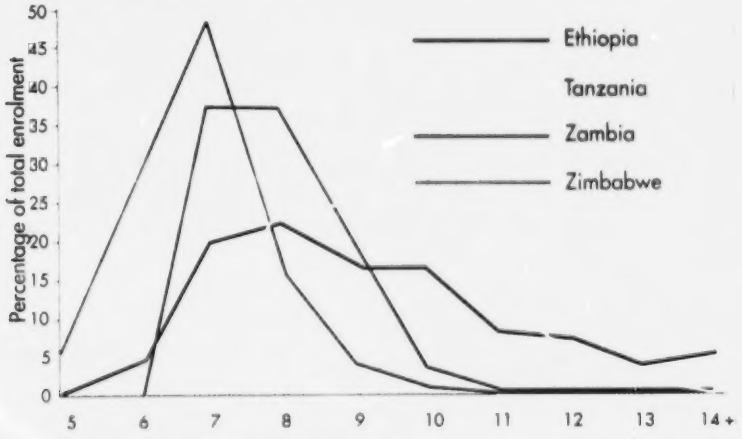
Nevertheless, some available data on primary schooling can be used as "proxy indicators" of quality, but unfortunately there are virtually no such data to measure quality in adult literacy and other non-formal programmes. This is an important lacuna in education analysis that planners, statisticians and researchers will need to fill in the coming years. This section attempts to present those pieces of the quality puzzle that are available today, however incomplete they may be.

## *Starting school too late or too early*

*Less than 60% of first-graders have the official school entry age*

The age at which pupils enter school is believed to be a critical piece of the quality puzzle. In general, it is presumed that the closer to the official school-age children are when they start school, the better are their chances for effective learning. A recent study indicates that a little less than 60 per cent of first-graders have the "official" school-starting age in twenty-eight out of thirty-three countries in sub-Saharan Africa, twelve out of twenty-one countries in Latin America and the Caribbean, and two out of the three participating countries in South Asia .

**Age-mix of first-graders in primary schools - example of 4 African countries (latest year available)**




Source: UNESCO Statistical Issues Series, STE-9, November 1992.

The pattern found for four African countries typifies countless other developing countries: more than half of the children enter school either earlier or later than they normally should. The data also suggest that girls starting school tend to be slightly younger than boys. Some 20 per cent or more of the first-graders were children who had passed their 10th birthday. Such age ranges confront teachers with a formidable pedagogic challenge, as they have neither the training, nor the teaching aids to cope with such disparate learning needs and abilities, especially in overcrowded classrooms. But there are signs of improvement: an increasing number of boys and girls appear to be starting school at the official school entry age. It will be necessary to monitor this phenomenon closely in the years to come before any final conclusions can be drawn.

## *Incomplete schools*

*One of five primary schools is "incomplete"*

One in every five primary schools in the world today does not provide the full number of grades. This phenomenon of "incomplete schools" is a major factor contributing to high drop-out rates. Often these are village schools and so-called "feeder" or "satellite schools", usually poorly equipped, with children of all ages crowding into one single classroom. Despite the dedicated work of many teachers, it is not surprising that little learning is achieved there.

(continued on page 27)

# Status of basic education in developing countries — a league table —

*This section presents a general picture of the status of basic education in 87 developing countries for which certain statistical data are available.*

Following the Jomtien Conference, the scope of basic education is recognized to extend well beyond primary schooling — the focus of this report — but statistics on other components such as early childhood development programmes, non-formal education for children and adults, and education through the mass media are woefully inadequate or simply unavailable. The five indicators presented in the following table therefore give at best a partial impression of each country's current situation and efforts to maintain and improve the basic educational level of its population.

The countries are grouped and ranked according to their **net enrolment ratio** (NER) for primary schooling (column D), which shows what proportion of the population in the official primary school age–group is actually enrolled. Since the age–group concerned varies from one country to another, the NER is not a truly comparable indicator, but it does indicate each country's progress toward providing Universal Primary Education (UPE) according to its own definition of "primary education". The four levels of primary schooling (column A) have been determined by the common statistical method of calculating the mean NER for all the countries listed and the standard deviation from the mean.

Column E, the **survival rate to Grade IV**, shows the per cent of pupils entering school together (age cohort) that reaches the fourth grade, with and without repeating earlier grades. This may reflect the "efficiency" of schooling during the first crucial years and "wastage" due to pupils dropping out of school and eventually joining the ranks of illiterate adults. However, it may also reflect policy concerning automatic or selective promotion in the early grades.

The **pupil–teacher ratio** (PTR) (column F) is a rough indicator of the "effort" a country is making to provide primary schooling; the more teachers employed, the lower the ratio will be. Since teachers' salaries constitute the major item of recurrent expenditure on education, often more than 90%, this ratio also reflects the level of public expenditure on primary schooling. Contrary to conventional wisdom, the PTR is not a reliable indicator of "quality".

Column G, the **total literacy rate**, shows the percentage of adults 15 years and older that are considered literate — a key result of past efforts to provide basic education. It also indicates the ground yet to cover to attain universal adult literacy. Since literacy statistics are generally obtained from census data, they are considered less reliable than school–based statistics, and they are updated quite infrequently.

The **male–female literacy gap** (column H) is a rough indicator of gender (in)equity in past efforts to provide basic education. Equitable efforts and results are apparent in the case of a few countries where the literacy rates for women and men are nearly equal.

Three cautionary remarks are in order. First, the data used for this table have been drawn essentially from the most recent official statistics reported to UNESCO by national authorities; most data are for the year 1990, sometimes for prior years. Insofar as possible, data gaps have been filled from other sources or through careful estimates, and these data are shown in italics.

Second, despite their individual shortcomings, the five indicators help sketch a profile of the status of basic education, but that profile needs to be completed with other indicators before drawing any policy conclusions.

Third, none of the five indicators indicate the direction of change, i.e. whether basic education is progressing or retrogressing. In fact some indicators are unlikely to change much during the 1990s, particularly the two on literacy rates for reasons mentioned before.

More detailed explanations of these indicators are given in the footnotes to the table and in Annex 2.

Future issues of this report will attempt to present a more complete picture of basic education and show its evolution since 1990, the year of the Jomtien Conference.

# *Status of basic education in developing countries* (1)

| Index of universal primary schooling (2) | Rank | Country | Indicators: Net enrolment ratio (NER) (3) % | Indicators: Survival rate to Grade IV in 1988 (4) % | Indicators: Pupil/teacher ratio (5) | Indicators: Total literacy rate (6) % | Indicators: Male/female literacy gap (7) M/F | Basic education index: Average ranking (8) (Five indicators) | Basic education index: Relative position in B.E. Index (8) |
|---|---|---|---|---|---|---|---|---|---|
| (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) |
| | 1 | China | 100.0 | 86 | 22 | 73.3 | 0.73 | 77.7 | 21 |
| | 1 | Korea, Rep | 100.0 | 100 | 34 | 96.3 | 0.94 | 85.5 | 6 |
| | 1 | Singapore | 100.0 | 100 | 26 | *82.9* | *0.81* | 82.2 | 11 |
| Very high | 1 | Sri Lanka | 100.0 | 97 | 40 | 88.4 | 0.89 | 81.2 | 14 |
| level of | 1 | U.A.Emirates | 100.0 | 98 | 18 | *48.0* | *0.65* | 75.7 | 26 |
| primary | 6 | Jamaica | 99.0 | 98 | 32 | 98.4 | 1.00 | 86.9 | 5 |
| schooling | 6 | Philippines | 99.0 | 79 | 33 | 89.7 | 0.99 | 81.0 | 17 |
| | 8 | Mexico | 98.0 | 81 | 31 | 87.3 | 0.95 | 80.3 | 18 |
| | 9 | Syria | 97.3 | 93 | 25 | 64.5 | 0.65 | 73.7 | 28 |
| | 10 | Cuba | 97.2 | 92 | 12 | 94.0 | 1.02 | 96.9 | 1 |
| | 11 | Indonesia | 96.7 | 89 | 23 | 77.0 | 0.81 | 79.4 | 20 |
| | 12 | Gabon | *95.1* | 56 | *46* | 60.7 | 0.66 | 61.0 | 50 |
| | 13 | Paraguay | 95.0 | 75 | 25 | 90.1 | 0.96 | 81.0 | 16 |
| | 13 | Peru | 95.0 | NA | 28 | 85.1 | 0.86 | 77.6 | 22 |
| | 13 | Tunisia | 95.0 | 92 | 28 | 65.3 | 0.76 | 74.4 | 27 |
| | 16 | Iran | 94.0 | 94 | 28 | 54.0 | 0.67 | 70.6 | 35 |
| | 17 | Ecuador | 93.2 | 71 | 31 | 85.8 | 0.95 | 77.1 | 23 |
| | 18 | Uruguay | 92.8 | 98 | 23 | 96.2 | 0.99 | 88.0 | 2 |
| | 19 | Mauritius | 92.0 | 100 | 21 | *88.0* | *0.98* | 87.3 | 4 |
| | 20 | Panama | 91.2 | 85 | 20 | 88.1 | 1.00 | 85.1 | 7 |
| | 21 | Botswana | 91.0 | 98 | 32 | 73.6 | 0.78 | 75.8 | 25 |
| | 21 | Egypt | 91.0 | 99 | 23 | 48.4 | 0.54 | 69.0 | 41 |
| | 23 | Argentina | *90.7* | NA | 19 | 95.3 | 1.00 | 87.6 | 3 |
| | 24 | Trinidad & Tobago | 90.0 | 92 | 26 | *94.9* | *0.97* | 84.3 | 8 |
| | 25 | Malaysia | *89.5* | 98 | 20 | 78.4 | 0.81 | 81.7 | 13 |
| | 26 | Thailand | 88.5 | 73 | 18 | 93.0 | 0.94 | 83.2 | 10 |
| | 27 | Algeria | 88.0 | 96 | 28 | 57.4 | 0.65 | 70.1 | 38 |
| | 27 | Brazil | 88.0 | 47 | 23 | 81.1 | 0.97 | 73.3 | 29 |
| | 29 | Honduras | 87.4 | *55* | *39* | 73.1 | 0.94 | 68.2 | 42 |
| | 30 | Costa Rica | 87.0 | 87 | 32 | 92.8 | 1.01 | 81.2 | 15 |
| High | 31 | Chile | 86.0 | 95 | 29 | 93.4 | 1.00 | 83.4 | 9 |
| level of | 32 | Venezuela | 85.9 | 83 | 23 | 88.1 | 1.03 | 82.1 | 12 |
| primary | 33 | Iraq | 84.4 | 83 | 23 | 59.7 | 0.71 | 70.2 | 37 |
| schooling | 34 | Jordan | *83.0* | 98 | 28 | 80.1 | 0.79 | 76.8 | 24 |
| | 35 | Kuwait | 81.2 | 90 | 18 | 73.0 | 0.87 | 79.7 | 19 |
| | 36 | Zambia | 80.7 | 91 | 44 | 72.8 | 0.81 | 70.8 | 34 |
| | 37 | Myanmar | 80.4 | NA | 34 | 80.6 | 0.81 | 69.7 | 39 |
| | 38 | Kenya | 79.3 | 74 | 33 | 69.0 | 0.73 | 66.6 | 44 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 41 | Libyan Arab Jam. | *75.8* | NA | 30 | 63.8 | 0.67 | 61.9 | 49 |
| | 42 | Cameroon | 75.0 | 77 | 51 | 54.1 | 0.64 | 59.0 | 52 |
| | 43 | Dominican Rep | 73.0 | 50 | 47 | 83.3 | 0.96 | 65.9 | 45 |
| | 44 | El Salvador | 72.0 | 52 | 40 | 73.0 | 0.92 | 64.0 | 47 |
| | 45 | Colombia | 71.0 | 63 | 30 | 86.7 | 0.98 | 72.1 | 31 |
| | 46 | Lao P D R | 70.8 | NA | 28 | *83.9* | *0.82* | 70.3 | 36 |
| | 47 | Lesotho | 70.1 | 73 | 55 | *68.0* | *1.05* | 66.8 | 43 |
| | 48 | Togo | 69.7 | 67 | 55 | 43.3 | 0.54 | 51.4 | 62 |
| | 49 | Côte d'Ivoire | 67.4 | 78 | *36* | 53.8 | 0.60 | 58.7 | 53 |
| | 50 | India | 66.3 | 61 | 46 | 48.2 | 0.55 | 51.4 | 63 |
| | 51 | Madagascar | 66.0 | 42 | 40 | 80.2 | 0.83 | 60.5 | 51 |
| | 52 | P N Guinea | 63.4 | 74 | 32 | 52.0 | 0.58 | 57.1 | 55 |
| | 53 | Bangladesh | 62.9 | 52 | 63 | 35.3 | 0.47 | 43.3 | 72 |
| | 54 | Congo | 62.5 | 84 | 66 | 56.6 | 0.63 | 57.0 | 56 |
| | 55 | Rwanda | 62.1 | 68 | 57 | 50.2 | 0.58 | 52.0 | 61 |
| Low | 56 | Saudi Arabia | 62.0 | 95 | 16 | 62.4 | 0.66 | 72.2 | 30 |
| level of | 57 | Nepal | 61.8 | NA | 37 | 25.6 | 0.35 | 38.8 | 80 |
| primary | 58 | Benin | 61.0 | 56 | 35 | 23.4 | 0.49 | 44.9 | 69 |
| schooling | 59 | Nigeria | 59.3 | 67 | 41 | 50.7 | 0.63 | 54.1 | 57 |
| | 60 | Zaire | 58.9 | 77 | *37* | 71.8 | 0.73 | 62.8 | 48 |
| | 61 | Ghana | 57.5 | 92 | 27 | 60.3 | 0.73 | 65.6 | 40 |
| | 62 | Morocco | 55.6 | 74 | 25 | 49.5 | 0.62 | 58.0 | 54 |
| | 63 | Cen. African Rep | 55.0 | 72 | 90 | 37.7 | 0.48 | 45.3 | 68 |
| | 64 | Guatemala | 54.7 | 46 | *35* | 55.1 | 0.75 | 53.1 | 59 |
| | 65 | Malawi | 54.0 | 65 | 64 | *32.0* | *0.75* | 49.1 | 66 |
| | 66 | Uganda | 48.6 | 81 | 35 | 48.3 | 0.66 | 53.8 | 58 |
| | 67 | Senegal | 48.5 | 91 | 58 | 38.3 | 0.48 | 49.5 | 65 |
| | 68 | Yemen | 47.4 | 80 | 32 | 39.1 | 0.49 | 50.8 | 64 |
| | 69 | Tanzania | 47.0 | 88 | 35 | *91.0* | *0.95* | 71.3 | 33 |
| | 70 | Burundi | 46.0 | 85 | 66 | 50.0 | 0.65 | 53.1 | 60 |
| | 71 | Angola | 45.4 | NA | 33 | 41.7 | 0.51 | 43.9 | 71 |
| | 72 | Mozambique | 44.0 | 39 | 58 | 32.9 | 0.47 | 36.9 | 83 |
| | 73 | Haiti | 43.0 | 20 | *35* | 53.0 | 0.80 | 46.3 | 67 |
| | 74 | Sierra Leone | 40.1 | NA | 34 | 20.7 | 0.37 | 33.3 | 87 |
| | 76 | Mauritania | 39.9 | 78 | 49 | 34.0 | 0.45 | 44.5 | 70 |
| Very low | 75 | Sudan | 39.9 | 82 | *35* | 27.1 | 0.27 | 42.2 | 74 |
| level of | 77 | Chad | 36.9 | 78 | 67 | 29.8 | 0.42 | 41.1 | 75 |
| primary | 78 | Burkina Faso | 29.0 | 82 | 57 | 18.2 | 0.32 | 36.5 | 84 |
| schooling | 78 | Pakistan | 29.0 | 59 | 41 | 34.8 | 0.45 | 39.4 | 79 |
| | 80 | Ethiopia | 27.4 | 50 | 43 | *24.3* | *0.69* | 39.8 | 77 |
| | 81 | Guinea | 26.1 | 69 | 40 | 24.0 | 0.40 | 37.9 | 82 |
| | 82 | Niger | 25.8 | 90 | 42 | 28.4 | 0.42 | 43.0 | 73 |
| | 83 | Liberia | 22.3 | NA | 55 | 39.5 | 0.58 | 36.5 | 85 |
| | 84 | Bhutan | 20.5 | 37 | 37 | 38.4 | 0.48 | 35.4 | 86 |
| | 85 | Afghanistan | 19.9 | 89 | *37* | 29.4 | 0.32 | 40.5 | 76 |
| | 86 | Mali | 18.3 | 61 | 42 | 32.0 | 0.59 | 39.8 | 78 |
| | 87 | Somalia | 9.3 | 54 | *19* | 24.1 | 0.39 | 37.9 | 81 |

### *The basic education index*

The final two columns (I and J) relate to a first attempt to build a composite index for basic education that might help countries measure their progress toward Education for All and situate their position in relation to other countries. The experimental Basic Education Index (column J) represents the relative ranking on a cardinal scale of the unweighted average (column I) of the cardinal rankings for each of the five indicators. (See footnote 8 for more details of this method.)

Like all composite indices, the experimental Basic Education Index is vulnerable to many critiques and cannot be more robust than its constituent parts. It correlates highly with NER, but the ranking of individual countries on the BE Index varies considerably nevertheless.

Is it potentially useful? Can it be significantly improved? Readers interested in these questions are invited to communicate their comments and suggestions to the Forum Secretariat.

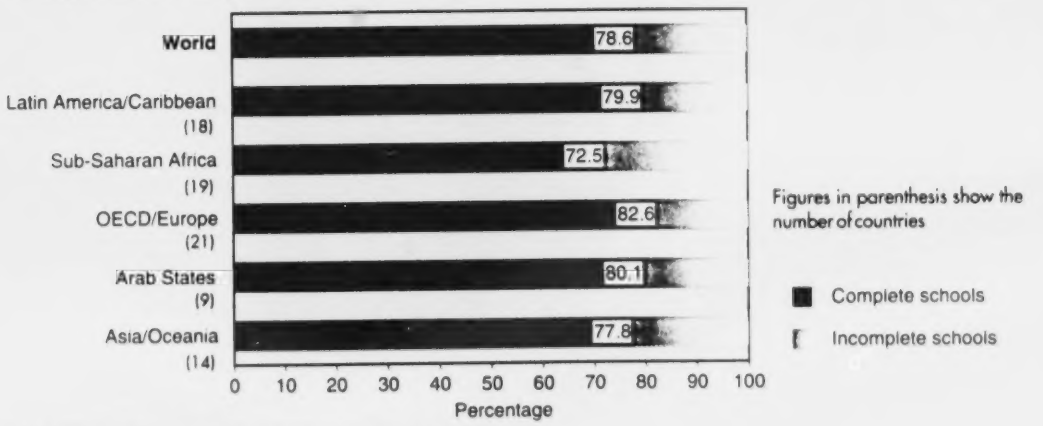
### *Technical notes*

1. This table includes only developing countries with a population over 1 million and for which data are available for at least four of the five indicators.
2. The four levels of universal primary schooling have been determined by taking into consideration the simple mean (69.0) and standard deviation (24.5) of the net enrolment ratios of the 87 countries.
3. Unless otherwise indicated, figures for net enrolment ratios (NER) have been taken from UNESCO's Statistical Yearbook 1992 or estimated using data from two documents published by the UNESCO Division of Statistics: (a) Primary Education: The Excluded, STE/2, March 1991, and (b) Demographic Pressure on Primary Education, STE/1, January 1990.
4. These figures have been taken from the UNESCO Division of Statistics special issue Primary Education: Survival, STE/6, December 1991. The reconstructed cohort method has been used to calculate survival. However, the apparent cohort method has been used when figures on repetition by grades were not available.
5. These figures have been taken from the UNESCO Statistical Yearbook 1992. The figures shown in italics refer to the following years : Gabon (1987), Honduras (1986), Cote d'Ivoire (1985), Zaire (1986), Guatemala (1987), Haiti (1987), Sudan (1986), Afghanistan (1986), and Somalia (1985).
6. Unless otherwise indicated, figures for total literacy rates have been taken from either UNESCO's Statistical Yearbook 1992 or World Education Report 1991. They refer to the year 1990 except for the following countries: Mauritius (1989), Trinidad and Tobago (1980), Singapore (1980), Lesotho (1979), Lao P.D.R (1985), Malawi (1981) and Ethiopia (1984).
7. The male-female literacy gap has been calculated by dividing the male literacy rate by the female literacy rate. A ratio equal to unity reflects gender equality in literacy rates, whereas a ratio less than unity shows that females are less literate than males; a ratio greater than unity means that the female literacy rate is higher than the male literacy rate.
8. In constructing the basic education index, each of the five variables (indicators) was ranked on a cardinal scale, which shows the relative distance between values. Accordingly, the best value in each column was ranked 100 and the other values were ranked as percentages of the best value. For example, the best value in column D (NER) is 100%; in column E, also 100%; in column F (PTR), 12; in column G, 98.4%; and column H, 1.00 i.e. absolute parity between males and females. The average of these five cardinal rankings (column I) was then ranked on a cardinal scale (the best value 96.9 = 100), and column J shows the resulting ranking according to the basic education index.

Incomplete schools exist in Eastern Europe and in many countries of Latin America, where the primary cycle covers eight or more years, but the phenomenon is most common in the rural areas of Africa. In most Sahel countries for example, four of every five rural children are forced to transfer from their incomplete village school to another more distant school in order to complete remaining primary grades. But with limited transportation facilities, too often children simply drop out of school.

In the coming years, it will be important to monitor countries' responses to incomplete schools. School-mapping at the local level can help to rationalize the school network, abolishing, consolidating and upgrading incomplete schools to cater to present and future demands for schooling.

***Primary education - complete and incomplete schools (latest year available)***




*Source: UNESCO Statistical Issues Series, STE/10, November 1992.*

## *Grade repetition*

Grade repetition is not only an important part of the quality puzzle but also an indicator of the internal "efficiency" of primary schooling. Repetition rates are particularly high in the first two or three grades where the unrestricted admission of children from a wide age-range typically leads to overcrowded classrooms and unsuitable conditions. For many pupils, repeating one or more unproductive years at this early stage of their education can be the first destructive step towards dropping out.

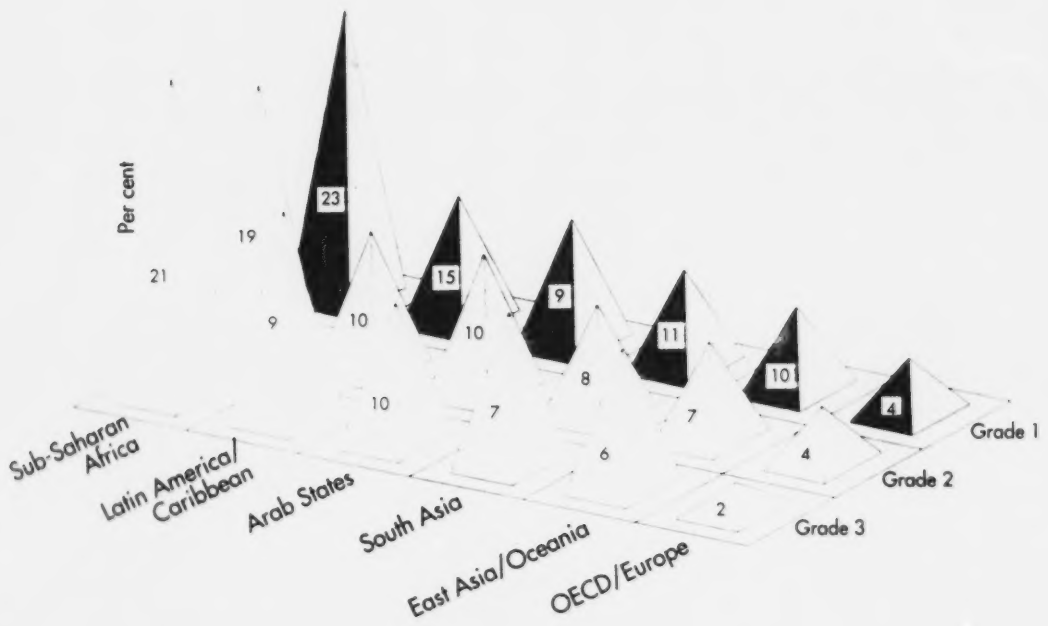
There is a significant waste of material and human resources: 20 or more per cent of children in sub-Saharan Africa repeat at least one early grade, while the corresponding figure for Latin America is 10 to 15 per cent and close to 10 per cent in other developing countries.

***10 - 20% of pupils repeat an early grade***

In the past two decades, some countries reduced repetition rates by introducing an "automatic promotion" system, whereby pupils progress from one grade to the next regardless of achievement. But this has not proved to be a satisfactory solution. A genuine commitment to grade repetition may require introducing community-based early childhood programmes to help prepare children for school; boosting the quality of teachers and learning materials in

the first few years of schooling; identifying pupils with learning difficulties and providing special support for them; and launching school-health and feeding programmes.

***Repetition rates in Grades I - III in primary education (latest year available)***




*Source: UNESCO Statistical Yearbooks, 1980-1992.*

## *School survival*

School survival rates reflect the consequences of drop-out, which continues to be a major problem in all developing regions, especially in sub-Saharan Africa, Latin America and South Asia, where less than two-thirds of all children who start Grade 1 finish Grade 4. So long as this continues to be the case, Universal Primary Education can never be achieved. In certain countries of sub-Saharan Africa, the Arab States and South Asia, more girls drop-out than boys, further affecting the disparity between girls' and boys' educational opportunity and achievement.

What are the reasons behind drop-out? Countless studies have analysed the phenomenon, and most of them have identified factors such as health problems, absenteeism, child labour, high opportunity costs and early marriage of girls. But that is not the whole story. In too many school systems, the underlying reason — even at the primary level — is that the school screens and selects the "fittest" at the expense of those with special learning needs. This runs counter to the Universal Declaration of Human Rights, which clearly states that "everyone has a right to education". It also goes against the commitment made by 155 countries in Jomtien to meet the basic learning needs of all.

Considerable additional resources will be needed to allow developing countries to raise school survival rates to 90 per cent or more, as observed in most industrialized countries. But money is not enough. Pedagogical renovation — a willingness to innovate — is needed to cope with children's individual differences and learning styles. Above all, the faith of parents and communities in the school as a place of learning must be restored.

***Survival rates in primary education (percentage of pupils reaching successive grades)***

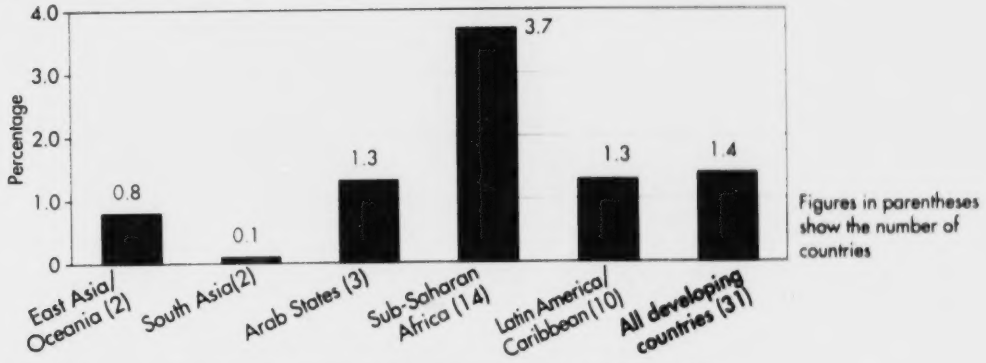
*Source: UNESCO Statistical Issues Series, STE/6, December 1992.*

## *Lack of teaching and learning materials*

The economic crisis of the 1980s aggravated the widespread lack of teaching and learning materials in most developing countries. A World Bank study (1989) found that in Nigeria, for instance, it is not unusual that fifty children share one single book. The situation is similar or worse in rural areas of many other African countries. In Peru and Paraguay, two-thirds of all primary school pupils in 1989 had no school books at all. In Guatemala, a country experiencing bouts of civil war, the production of new textbooks stopped altogether in 1974 and has not resumed. As a result, books are usually absent from classrooms.

A more recent study (1992) analyses the share of teaching-learning materials in overall recurrent expenditures on primary education. Generally speaking, developing countries spend only 1.4 per cent of their primary education budget on textbooks, teachers' guides and other instructional materials.

***Share of teaching materials in primary education recurrent expenditure (in 31 developing countries)***

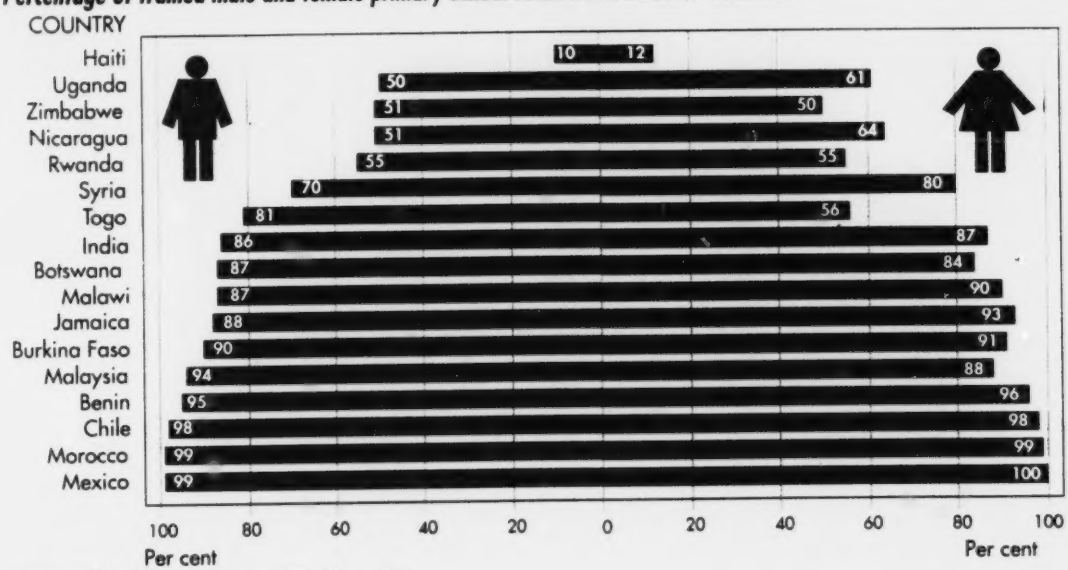



*Source: "Les dépenses d'enseignement dans le monde: évolution passée et perspective à moyen terme", UNESCO, Paris 1992.*

## *Teachers' qualifications*

In order to meet the soaring student enrolments in the 1970s and 1980s, many developing countries appointed poorly prepared or totally untrained teachers. Today, this "ill-prepared teaching force" constitutes a serious obstacle to boosting the quality of basic education. While data are scanty and difficult to compare, it appears that most developing countries today hire teachers with only a secondary education certificate and give them little pedagogical training. The selected country data in the graph below illustrate the problem.

***Percentage of trained male and female primary school teachers in selected countries***




*Source: UNESCO Statistical Issues Series, STE-7, February 1992.*

## *Measuring learning achievement*

Sending a child to school is of little benefit if the child does not learn something useful there. Unfortunately this is the case in too many classrooms, especially in the developing world.

The *World Declaration on Education for All* specifically addressed the problem of learning achievement: "whether or not expanded educational opportunities will translate into meaningful development — for an individual or for society — depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values." The *Declaration* therefore called on countries to "define acceptable levels of learning acquisition...and improve and apply systems of assessing learning achievement" (Article 4).

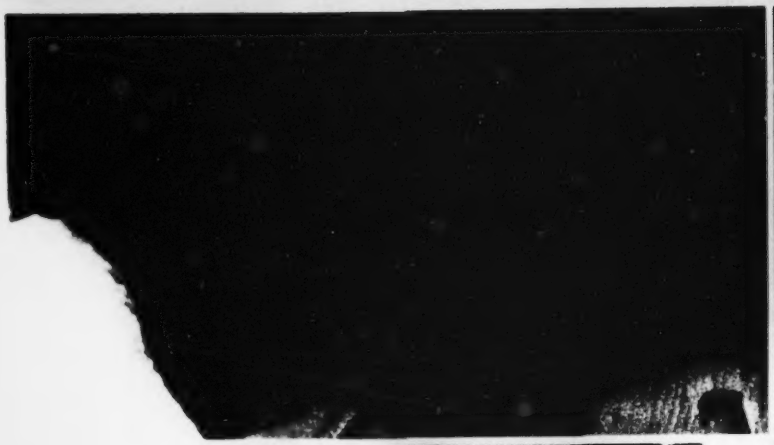
Most developing countries presently lack the capacity to monitor the quality of learning in primary schools. Where tests are administered, their results are generally used to select pupils for promotion to the next grade or level of education, rather than to detect and correct deficiencies in instruction.

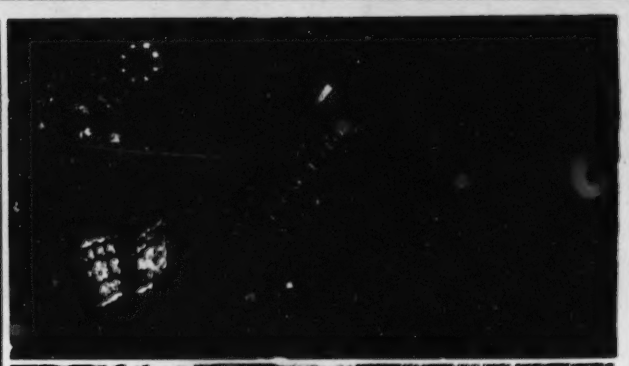
The Netherlands-based International Association for the Evaluation of Educational Achievement (IEA) and similar research bodies carry out cross-country studies on learning achievement. In 1990-91, IEA tested "the ability to understand and use the written language forms required by societies and/or valued by the individual" among 9-year-old primary pupils in twenty-six countries (including four developing countries).

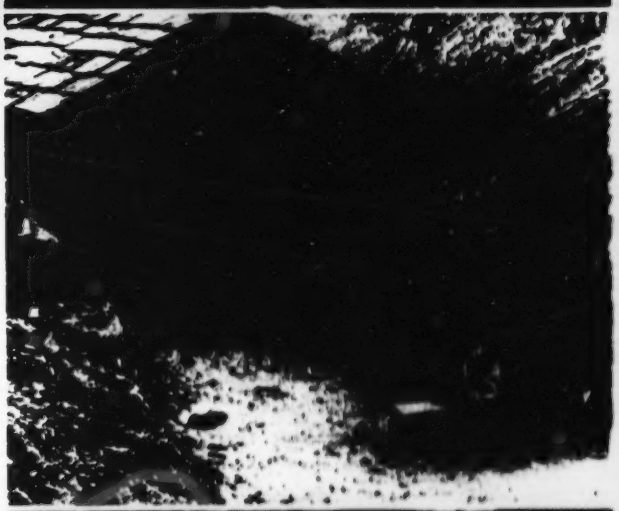
As can be seen below, there is considerable variation in learning achievement even among countries of similar economic status.

**Reading literacy scores of nine-year old pupils in twenty-six countries**

*Source: Elley, B.W. "How in the World do Students Read?", IEA, July, 1992.*







Photos
1. Pham Minh Cuong
2. P. Almasy/UNESCO
3. D. Roger/UNESCO
4. M. Hannequin/UNESCO
5. A. Textor/UNESCO
6. L. Mavaris/UNESCO



BEST COPY AVAILABLE

# *Resources for education*

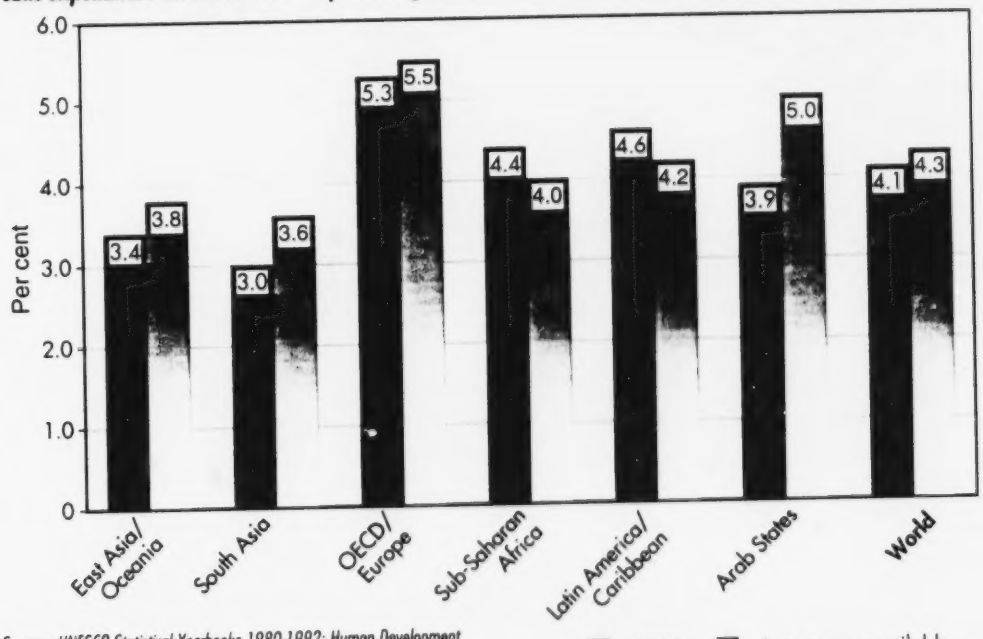
### *Public expenditure on education*

Government spending on all levels of education together as a share of gross national product (GNP) rose slightly during the 1980s for the world as a whole. The following graph shows that sub-Saharan Africa and Latin America and the Caribbean were the two regional exceptions to this trend.

Furthermore, in these two regions as well as in OECD/Europe, the proportion of government budgets allocated to education generally declined during the 1980s, indicating that education was accorded less priority for funding. Still, despite enormous economic difficulties, sub-Saharan Africa spends a greater proportion — on average some 15 per cent — of the government budget on education than does any other region. Some countries such as Ghana, Kenya, Rwanda and Uganda have devoted as much as one-fourth of their government budget to education.

Unfortunately, it is too early to see if the Jomtien Conference has induced increased government spending on education.

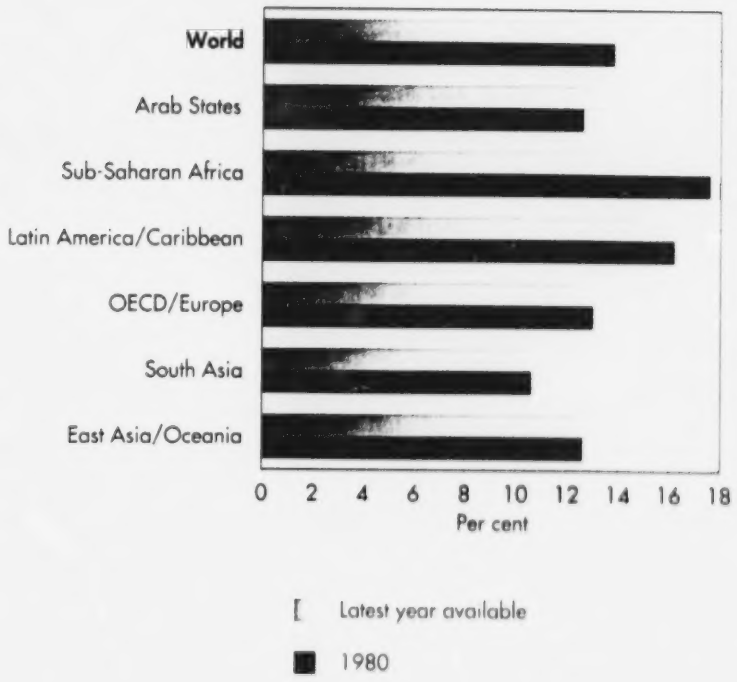
**Public expenditure on education as a percentage of GNP in 1980 and the latest year available**




*Sources: UNESCO Statistical Yearbooks 1980-1992; Human Development Report 1992, UNDP.*

Of course it should be borne in mind that public expenditure on education is only part of the story, especially with regard to primary schooling and other forms of basic education. In many countries, local communities construct and maintain school buildings and cover other costs of schooling. Private associations and religious groups also provide basic education programmes of various kinds. Families, too, no matter how poor, often make a significant financial sacrifice to pay fees and purchase uniforms, books and materials for family members to attend educational courses — and then forego the income their labour could have earned.

***Public expenditure on education as a percentage of total government expenditure (1980 and the latest year available)***



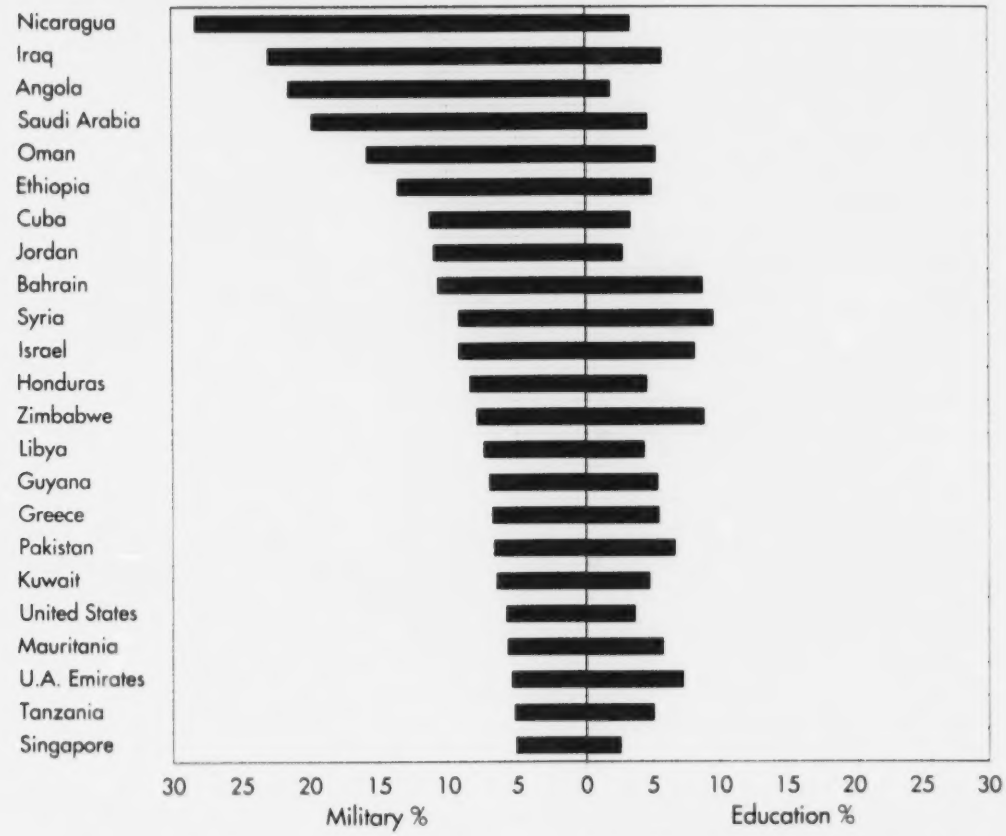

*Source: UNESCO Statistical Yearbooks 1980-1992, Human Development Report 1992, UNDP.*

***The World Declaration on Education for All called for a "transfer from military to educational expenditure"***

## *Soldiers versus books*

The UNESCO Constitution states that "it is in the minds of men that the defences of peace must be constructed." This affirmation by the world community in 1945 is still valid today: real security requires a well educated world population. Yet one-third of the 116 countries for which 1989-1990 data are available spent more on the military than on education. It is still too early to see to what extent the "peace dividend" arising from the end of the cold war may be used to strengthen education and other aspects of human development.

***Military v. education expenditure as a percentage of GNP, 1989-1990* (for countries with five per cent or more of their GNP on military spending)***




* and for which data on educational expenditure is available

*Source: Human Development Report 1992, UNDP.*

## *The growing priority of primary education*

Primary education accounts for about one-half of all financial resources that governments invest in education. The regions are relatively similar in this respect: the shares range from 43.7 per cent of educational spending in OECD Europe to 52.2 per cent in the Arab States. During the 1980s, spending on primary education grew relative to spending on other levels of education.

While the annual cost of educating a primary pupil is surprisingly similar the world over (between 1/7 and 1/10 of GNP per inhabitant), there are tremendous disparities in how much countries spend on primary school pupils in relation to secondary and university students. For example, in OECD Europe, educating one university student costs as much as educating three primary school pupils, while the corresponding figure in Latin America and East Asia is six or seven primary school pupils, and in sub-Saharan Africa forty primary school pupils. This imbalance of resources devoted to university education weakens the foundation of the educational pyramid at the expense of primary

education. Nevertheless, it is encouraging to observe that the disparity between expenditure on primary education versus higher education diminished in the 1980s.

***Percentage distribution of recurrent expenditure on primary education by purpose***

| Purpose | Sub-Saharan Africa | Arab States | East Asia/ Oceania | South Asia | Latin America Caribbean | ALL DEVELOPING COUNTRIES |
|---|---|---|---|---|---|---|
| No. of countries | 14 | 3 | 2 | 2 | 10 | 31 |
| Scholarships | 0.2 | 0.3 | 0.2 | 0..6 | 0.8 | 0.4 |
| Teaching materials | 3.7 | 1.3 | 0.8 | 0.1 | 1.3 | 1.4 |
| Administration | 2.5 | 0 | 17.6 | 22.8 | 8.4 | 10.2 |
| Teacher emoluments | 92.3 | 95.4 | 74.7 | 72.8 | 82.3 | 83.6 |
| Other | 1.3 | 3 | 6.7 | 3.8 | 7.2 | 4.4 |
| | 100 | 100 | 100 | 100 | 100 | 100 |

*Source: Les dépenses d'enseignement dans le monde: évolution passée et perspective à moyen terme, Division of Statistics, UNESCO, Paris, 1992.*

## *Donor support for basic education*

As regards external funding for basic education, in the past only about one cent of every aid dollar was spent on basic education. Moreover, development assistance to education has often taken the form of compartmentalized projects, relying heavily on foreign exchange, imports of materials and technical assistance, and shying away from long-term commitments and funding of recurrent costs.

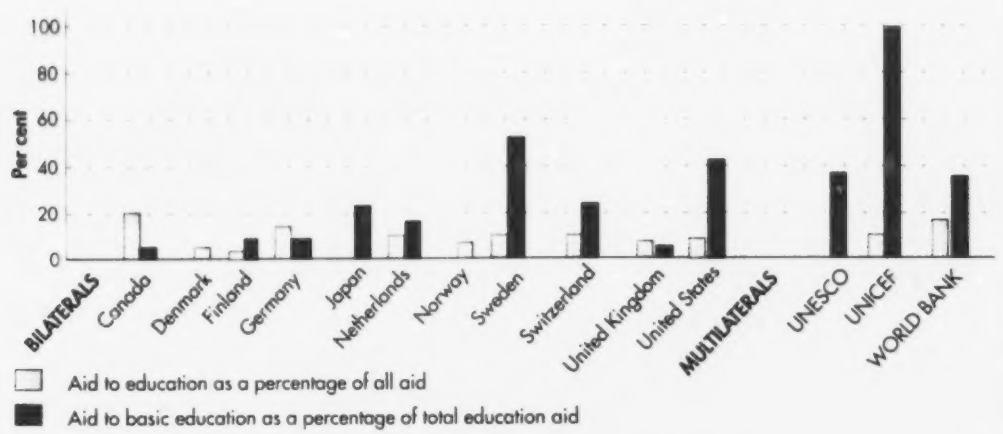
A critical question in monitoring Jomtien follow-up is whether, and to what extent, the expected mobilization of international support to basic education is actually occurring.

It is still too early to give a definite answer, but the information available so far is encouraging. A recent study supported by UNESCO and OECD examined the response of major bilateral and multilateral donors to Jomtien and found that aid disbursements for basic education by many bilateral donors have significantly increased in comparison to assistance levels of the mid 1980s. Some bilateral donors have been encouraged by the Jomtien Conference to support basic education for the first time. Moreover, the Conference also prompted changes in the policy of many donors with regard to basic education: for example, Germany and Netherlands have drawn up new education sector policy papers favouring more resources and the use of new mechanisms for support to basic education.

Multilateral agencies have led the shift of aid to education generally, and to basic education particularly, even before the World Conference, and seem to be influencing other donors through the visibility of their activities. Between 1987 and 1991, the volume of aid committed to all levels of education by five major multilateral organizations increased four-fold. Support for basic education is less easy to identify. However, UNICEF and the World Bank raised their commitments to basic education (UNICEF from US$46.1 million in 1989 to US$79.3 million in 1991; the World Bank from US$370 million in 1989 to US$849 million in 1991), although the increases in actual disbursements to date are less spectacular. Provisional UNDP data indicate significantly greater allocations to basic education by many countries in the framework of UNDP's 5th programme cycle beginning in the early 1990s.

UNESCO, while not a funding agency itself, disbursed some US$26.2 million in 1991 on basic education, as compared with US$20.3 million in 1989. Moreover, the volume of UNESCO's extra-budgetary activities in basic education rose from US$10.9 million for 62 projects in 1988-89 to US$28.5 million for 137 projects in 1990-91, the majority of them in Africa.

***Proportion of aid to education 1990-91 by selected funding sources***




*Source: King, K. and Carr-Hill, R. "The Challenge of Educational Aid to Africa", OAU Donors Meeting, Dakar, Senegal, Nov. 1992.*

Photos:
1: G. Gaut (UNESCO)
2: D. Roger (UNESCO)
3, 4: B. Thomas (UNICEF)
4: Liu Wan Tian
5: D. Mangaman (UNICEF)



BEST COPY AVAILABLE

# *The EFA process in countries*

The *Framework for Action to Meet Basic Learning Needs*, endorsed at the Jomtien Conference, suggests a process for countries and organizations to follow during the 1990s to move decisively toward Education for All (EFA) by the year 2000. This section attempts to show how countries are following this "EFA process".

## *After Jomtien: countries act*

Many countries responded to Jomtien by reassessing basic learning needs, framing strategies and mobilizing domestic partnerships and resources. Over seventy countries held national policy conferences or roundtables for this purpose. In some cases, detailed educational investment programmes were drawn up and areas for external assistance identified. Some examples follow:

***More than 70 countries held national EFA policy roundtables since 1990***

Costa Rica's national roundtable on EFA brought together the ministries of education, health, labour, planning and agriculture, as well as private and state universities, non-governmental organizations, educational associations, and aid agencies. It led to the preparation of a national action plan to provide literacy and basic skills training for women, literacy campaigns in educationally deprived areas, an integrated early childhood development programme, education provision for the disabled, and multicultural, bilingual education for indigenous people.

Mexico is undertaking a US$100 million non-formal education project aiming at boosting the efficiency and quality of pre-school education in ten of the poorest states of the country. By preparing children from poor families for their entrance to primary school and introducing parent education, Mexico hopes to help 1,200,000 children under the age of 4 to learn better.

The Dominican Republic has launched a plan devoted to 'rescuing education': to get all children between 4 and 15 in school by the year 2000 and to drastically cut the dropout rate. School councils will be set up, parent-teacher associations revived, curricula will be overhauled, and teachers' salaries increased. The education ministry has also started a 'breakfast-at-school programme' so every child will be given a morning snack, which should lure them off the streets and back into school.

In Africa nine Sahel countries have agreed to tackle their problems in unison. In close dialogue with UNESCO, UNDP, the World Bank and major bilateral donors, this group of countries

drew up an action programme to achieve EFA by the year 2000. Through co-operation and joint action in such fields as planning and management, production of learning materials, teacher training and applied research, they intend to overcome their resource constraints and realize important economies of scale.

Yet another model endeavour is that of a small island country — Mauritius — whose "education master plan" prepared in the wake of Jomtien, has brought together several donors to assist the country to implement it.

Photo: Educational Architecture Unit, UNESCO

In Asia, where three-quarters of the world's illiterate adults live, political support for basic education has been especially strong. India, for example, is launching several large-scale and long-term projects in the country's most educationally deprived states. In Rajasthan, for example, the Lok Jumbish (People's Mobilization) has been set up to achieve EFA goals in 10 years. The US$7 million programme, of which 50 per cent will come from the Swedish International Development Agency (SIDA) and the rest from state and central governments, aims at transfering responsibility for educational management to the village community. Every means, from electronic media to folk theatre are being used, particularly to mobilize women.

Nepal is striving to universalize primary education by introducing girls' scholarships, improving teacher training programmes and distributing free books. It is also organizing basic education programmes for adults.

Pakistan has launched a new national education plan aimed at improving basic education in the country by involving NGOs and the private sector and by increasing participation rates for girls by 8.8 per cent per annum (compared to 2.5 per cent for boys). Substantial government financing is being provided to ensure the Plan's success.

***Nepal and Pakistan aim to increase girls' participation in schooling***

Countries in the North are also taking action. Ireland, for example, is intensifying its efforts to promote literacy for youths and adults by significantly boosting its budget for this purpose. Special attention will be given to those who have basic literacy skills but do not read and write sufficiently to cope in society. Within schools, Ireland is renewing its efforts to identify and support those children with special learning needs. These measures include improving assessment and remedial services and expanding programmes to involve parents. In addition, Ireland, which prior to Jomtien funneled its educational aid exclusively to technical and higher education, has re-examined its policy and now supports several basic education projects in Africa.

In line with Jomtien recommendations, the United States set a number of education goals for the year 2000: that all children will start school ready to learn, that at least 90 per cent of high school students will graduate, and that all adult Americans will be literate. A National Education Goals Panel has been set up to monitor progress. Also, a non-governmental organization, the U.S. Coalition for Education for All, has been established to promote EFA awareness and action in the country.

## *A global overview of country action*

The table beginning on the next page summarizes significant steps in the EFA process taken by 121 countries since the Jomtien Conference*.

**Column 1** lists by region the countries for which the Secretariat has received some information on post-Jomtien EFA action. Of these, 112 are countries in the developing regions.

**Column 2** refers to post-Jomtien national level policy meetings (conferences, roundtables) specifically on EFA.

**Column 3** concerns post-Jomtien information campaigns, usually involving the mass media, to sensitize the public to the importance of basic education.

**Column 4** shows countries that report having adopted EFA goals. Often these goals are stated in a national EFA strategy or plan of action (see column 5).

**Column 5** shows countries that have adopted, or are preparing, a national strategy and/or a plan of action that covers the development of basic education services. Many countries are preparing a "national programme of action" to follow up the World Summit for Children (September 1990) that includes a specific section on basic education.

**Column 6** refers to the existence of some national level mechanism (commission, task force, inter-ministerial committee) that is specifically responsible for promoting or coordinating policies, programmes and services that concern basic education.

**Column 7** shows countries that report an increase (absolute or proportional) since 1990 in the national budget allocation for basic education, usually meaning recurrent expenditure on primary schooling. Unfortunately, information on this aspect is still difficult to obtain.

**Column 8** indicates countries that report having held post-Jomtien meeting with external funding agencies regarding support for the development of basic education services.

The reader should take note that many countries undertook some of the steps indicated in the table before 1990, so those actions are not recorded here as Jomtien follow-up. Also, the information reported does not reflect the many sub-national and non-governmental initiatives since Jomtien. Whereas several industrialized countries state that the EFA process does not apply to their internal situation, several report that they responded to the Jomtien Conference by increasing their cooperation with other countries in respect to basic education.

* The Secretariat regrets any inaccuracies that may appear in the table and welcomes being informed of corrections and additions to be incorporated into future issues of this report.

## *The EFA process in countries*

| | *Country* | *National policy meeting* | *EFA information campaign* | *EFA goals* | *EFA strategy plans* | *National EFA mechanisms* | *Budget increase* | *Meeting with donors* |
|---|---|---|---|---|---|---|---|---|
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| *Asia and the Pacific* | Afghanistan | • | • | • | • | • | | |
| | Bangladesh | | • | • | • | | | • |
| | Bhutan | | • | | • | | | |
| | Cambodia | • | • | | | | | • |
| | China | • | • | • | • | • | | • |
| | D. P. Republic of Korea | • | • | | • | | | |
| | Fiji | | | | • | • | | |
| | India | • | • | • | • | • | • | |
| | Indonesia | • | • | • | • | • | | |
| | Iran, Islamic Republic of | | • | | | | | |
| | Lao People's Dem. Rep. | • | • | • | • | • | | • |
| | Malaysia | | | | • | • | | |
| | Maldives | | | • | • | | • | |
| | Mongolia | • | • | • | • | • | | • |
| | Myanmar | | | • | • | | | |
| | Nepal | | | • | • | • | | |
| | Pakistan | • | | • | • | • | | • |
| | Papua New Guinea | | | • | • | • | | • |
| | Philippines | • | • | • | • | • | | |
| | Republic of Korea | | • | • | • | • | | |
| | Sri Lanka | • | • | • | • | • | | |
| | Thailand | • | • | • | • | • | | |
| | Tonga | | • | | | • | | |
| | Vanuatu | • | | • | • | | • | • |
| | Viet Nam | | | • | • | • | | • |
| *Africa* | Angola | • | | • | • | | | |
| | Benin | • | | • | • | | | |
| | Botswana | • | • | • | • | • | | • |
| | Burkina Faso | • | | • | • | • | • | • |
| | Burundi | • | • | • | • | | | • |
| | Cameroon | • | • | • | • | | | • |
| | Cape Verde | • | • | • | • | | | • |
| | Central African Rep. | | | • | • | | | |
| | Chad | | • | • | • | | | • |
| | Comores | • | | • | • | | | |
| | Congo | • | • | • | • | | | • |
| | Côte d'Ivoire | • | • | • | • | | | |
| | Equatorial Guinea | | | • | • | | | |
| | Ethiopia | | • | • | • | • | | |
| | Gabon | | | • | • | | | |
| | Gambia | • | • | • | • | • | | • |

| | Country | National policy meeting | EFA information campaign | EFA goals | EFA strategy plans | National EFA mechanisms | Budget increase | Meeting with donors |
|---|---|---|---|---|---|---|---|---|
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | Ghana | • | • | • | • | • | | |
| | Guinea | • | • | • | • | • | | • |
| | Guinea-Bissau | | • | • | • | | | • |
| | Kenya | • | • | • | • | • | | |
| | Lesotho | | • | • | • | | | |
| | Liberia | | | • | • | | | |
| | Madagascar | | • | • | • | • | • | |
| | Malawi | • | • | • | • | | | |
| | Mali | • | • | • | • | | | |
| | Mauritius | • | | • | • | • | • | • |
| | Mozambique | • | • | • | • | • | | • |
| | Namibia | • | • | • | • | | | |
| | Niger | • | | • | • | • | | • |
| | Nigeria | • | • | • | • | • | | • |
| | Rwanda | | | • | • | | | |
| | Sao Tome & Principe | | | • | • | | | |
| | Senegal | • | • | • | • | | | • |
| | Seychelles | | | • | • | | | |
| | Sierra Leone | • | • | • | • | | | • |
| | Swaziland | • | • | • | • | • | | • |
| | Togo | • | • | • | • | • | | • |
| | Uganda | • | • | • | • | | | • |
| | United Rep. of Tanzania | | | • | • | • | | |
| | Zaire | • | • | • | • | | | • |
| | Zambia | • | • | • | • | | | |
| | Zimbabwe | • | • | • | • | | | |
| *Arab States* | Bahrain | • | • | • | • | • | | |
| | Djibouti | | | • | • | | | |
| | Egypt | • | | • | • | | • | • |
| | Iraq | | | • | • | • | | |
| | Jordan | • | | • | • | • | • | |
| | Kuwait | | • | • | • | • | | |
| | Lebanon | • | | | | | | |
| | Mauritania | | • | • | • | | | |
| | Morocco | • | • | • | • | • | | • |
| | Oman | | | • | • | • | | |
| | Somalia | | | • | • | | | |
| | Sudan | • | • | • | • | • | | • |
| | Syrian Arab Republic | • | • | • | • | • | • | |
| | Tunisia | | | • | • | • | • | |

BEST COPY AVAILABLE

| | Country | National policy meeting | EFA information campaign | EFA goals | EFA strategy plans | National EFA mechanisms | Budget increase | Meeting with donors |
|---|---|---|---|---|---|---|---|---|
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| *OECD Europe* | Albania | • | • | • | • | • | • | |
| | Australia | • | • | • | • | • | | |
| | Austria | | • | | | | | |
| | Belarus | • | • | | | • | | |
| | Croatia | • | • | • | • | • | | |
| | Cyprus | • | • | | | • | | |
| | Denmark | • | • | • | • | | | |
| | Germany | • | • | • | • | • | | |
| | Hungary | • | • | • | • | • | | |
| | Luxembourg | • | • | • | • | | • | |
| | Netherlands | • | • | • | • | • | | |
| | New Zealand | • | | | | • | | |
| | Norway | | • | • | • | | | |
| | Poland | | • | • | • | | | |
| | Russian Federation | | | | | • | | |
| | South Africa | | | • | • | | | |
| | Sweden | | | | • | | • | |
| | Switzerland | | • | | | • | | |
| | Turkey | | • | | | • | | |
| *Latin America Caribbean* | Argentina | • | | • | • | | | |
| | Barbados | | | • | • | • | | |
| | Belize | | • | • | • | • | | |
| | Bolivia | | | • | • | | | |
| | Chile | • | | • | • | | | |
| | Colombia | | | • | • | | | |
| | Costa Rica | | | • | • | | | |
| | Cuba | | | • | • | | | |
| | Dominican Republic | • | | • | • | | | • |
| | Ecuador | | | • | • | | | |
| | El Salvador | | | • | • | | | |
| | Guatemala | • | | • | • | | | |
| | Honduras | | | • | • | | | |
| | Jamaica | | • | • | • | • | | |
| | Mexico | • | | • | • | | | |
| | Nicaragua | | | • | • | | | |
| | Panama | | | • | • | | | |
| | Paraguay | • | | • | • | | | |
| | Peru | | | • | • | | | |
| | Uruguay | | | • | • | | | |
| | Venezuela | • | | • | • | | | |

## *Conclusions*

Sixty-seven countries (55 per cent) have organized at least one post-Jomtien national level EFA policy meeting, usually involving several government ministries, as well as non-governmental partners interested in basic education.

Over half of the countries (sixty-seven) organized some form of public information campaign, often as part of International Literacy Year (1990) activities. Fifteen of the eighteen OECD/Europe countries are included in this group.

Most countries (105, i.e. 87 per cent) have announced EFA goals, usually with the year 2000 as the target date. All 21 countries of Latin America and the Caribbean region and all of the 42 African countries have defined their EFA goals. More significantly, 109 countries (90 per cent) have a strategy or plan of action to achieve EFA.

Fewer countries appear so far to have taken the more concrete steps indicated in columns 6, 7 and 8. About half (56 countries) have assigned responsibility for EFA to a national level mechanism; in some cases, the committee established for International Literacy Year (1990) was given this additional mandate. Only one-third of the African countries (15) have established such a mechanism, whereas 17 out of 25 countries in the Asia and Pacific region have one. The seemingly low number in Latin America and the Caribbean region is misleading, since nearly all countries there have an official body responsible for the "Major Project in the Field of Education in Latin America and the Caribbean", which has focused efforts on basic education since the early 1980s.

Only twelve countries (10 per cent) report a significant increase in the allocation for basic education in the national budget since Jomtien, but the data for this aspect are particularly incomplete. Some thirty-four countries (28 per cent) have organized meetings with donor agencies to seek external funding for basic education. These data do not include bilateral contacts with donors for this purpose.

All in all, it appears that a large number of countries are well into the "EFA process", more or less in line with the *Framework for Action to Meet Basic Learning Needs* agreed by the Jomtien Conference. However, the next steps in the process are more demanding in resources: reforms, programmes and projects to extend and improve basic education services. The true measure of the EFA process henceforth should become evident in the various indicators of educational attainment and effort presented earlier in this report.

***... a large number of countries are well into the "EFA process", more or less in line with the* FRAMEWORK FOR ACTION TO MEET BASIC LEARNING NEEDS**

## *Annex 1 — Composition of regions for the EFA report*

| ***Sub-Sabaran Africa*** | ***Arab States*** | ***Latin America and Caribbean*** | ***East Asia/ Oceania*** | ***South Asia*** | ***OECD/ Europe*** |
|---|---|---|---|---|---|
| Angola | Algeria | Antigua Barbuda | Cambodia | Afghanistan | Albania |
| Benin | Bahrain | Argentina | China | Bangladesh | Australia |
| Botswana | Djibouti | Bahamas | Fiji | Bhutan | Austria |
| Burkina Faso | Egypt | Barbados | Indonesia | India | Belgium |
| Burundi | Iraq | Belize | Kiribati | Iran, Islamic Rep. | Bulgaria |
| Cameroon | Jordan | Bolivia | Korean Dem. People's Rep. | Maldives | Canada |
| Cape Verde | Kuwait | Brazil | Korea, Republic of | Nepal | Cyprus |
| Central African Rep. | Lebanon | Brit. Virgin Islands | Lao People's Dem. Rep. | Pakistan | Czechoslovakia |
| Chad | Libyan Arab Jamahirya | Chile | Malaysia | Sri Lanka | Denmark |
| Comoros | Mauritania | Colombia | Mongolia | | Finland |
| Congo | Morocco | Costa Rica | Myanmar | | France |
| Côte d'Ivoire | Oman | Cuba | Papua New Guinea | | Germany |
| Equatorial Guinea | Qatar | Dominica | Philippines | | Greece |
| Ethiopia | Saudi Arabia | Dominican Republic | Samoa | | Hungary |
| Gabon | Somalia | Ecuador | Singapore | | Iceland |
| Gambia | Sudan | El Salvador | Thailand | | Ireland |
| Ghana | Syrian Arab Republic | Grenada | Tonga | | Israel |
| Guinea | Tunisia | Guatemala | Viet Nam | | Italy |
| Guinea-Bissau | United Arab Emirates | Guyana | | | Japan |
| Kenya | Yemen | Haiti | | | Luxembourg |
| Lesotho | | Honduras | | | Malta |
| Liberia | | Jamaica | | | Monaco |
| Madagascar | | Mexico | | | Netherlands |
| Malawi | | Neth. Antilles | | | New Zealand |
| Mali | | Nicaragua | | | Norway |
| Mauritius | | Panama | | | Poland |
| Mozambique | | Paraguay | | | Portugal |
| Namibia | | Peru | | | Romania |
| Niger | | St. Christopher and Nevis | | | San Marino |
| Nigeria | | St. Lucia | | | South Africa |
| Rwanda | | St. Vincent Grenadines | | | Spain |
| Sao Tome & Principe | | Suriname | | | Sweden |
| Senegal | | Trinidad & Tobago | | | Switzerland |
| Seychelles | | Uruguay | | | Turkey |
| Sierra Leone | | Venezuela | | | United Kingdom |
| Swaziland | | | | | United States |
| Togo | | | | | USSR |
| Uganda | | | | | Yugoslavia |
| United Rep. of Tanzania | | | | | |
| Zaire | | | | | |
| Zambia | | | | | |
| Zimbabwe | | | | | |
| ***42 countries*** | ***20 countries*** | ***35 countries*** | ***18 countries*** | ***9 countries*** | ***38 countries*** |

Note: The country names are those used in 1990. In a few graphics, abbreviated country names are used.

Data shown in the graphics and tables for the year 1990 refer to 1990 or to the latest year for which data are available. Official data for certain indicators are not available for all countries, so other sources have been used to fill data gaps where possible. Unless indicated otherwise, projections are based on current trends; consequently, they do not take into account the possible impact of shifts in policy and programmes that may occur in various countries.

### Glossary of terms used

***Adult illiterate*** : a person 15 years or over who cannot read and write and understand simple written messages in any language.

***Apparent intake rate:*** number of new entrants into the first grade of school, regardless of age, expressed as a percentage of the number of children in the official admission age–group (usually age 5, 6 or 7).

***Basic education:*** education intended to meet basic learning needs; it includes instruction at the first or foundation level, on which subsequent learning can be based; it encompasses early childhood and primary (elementary) education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries.

***Estimated net enrolment in the year 2000:*** projected enrolment based on 1990 net enrolment ratios applied to UN population estimates for the year 2000 for the officially defined primary school age–group in each country.

***Estimated additional school places needed to achieve universal primary education (UPE) by the year 2000:*** number of additional school places that would be needed after 1990 to accomodate all children in the official primary school age–group in each country (i.e. 100% net enrolment) by the year 2000.

***Fertility rate:*** the number of live births in a given year per 1000 women aged 15 to 49 years.

***Gross enrolment ratio (GER):*** is the total enrolment in primary education, regardless of age, expressed as a percentage of the population in the officially defined primary school age–group.

***Illiteracy rate:*** number of illiterate adults expressed as a percentage of the total adult population (15 years and over).

***Incomplete school:*** refers to a school that does not provide instructions in all of the primary grades.

***Literacy rate:*** number of literate adults expressed as a percentage of the total adult population (15 years and over).

***Net enrolment ratio (NER):*** is the number of pupils enrolled who are in the officially defined primary school age–group, expressed as a percentage of the total population of that age–group.

***Out–of–school children:*** or "missing children" are children in the official primary school age–group who are not enrolled in school.

***Pupil–teacher ratio (PTR):*** refers to the average number of pupils per teacher.

***Repetition rate:*** refers to the number of pupils still enrolled in the same grade as during the previous year (i.e. repeating), expressed as a percentage of the total enrolment in that grade.

***Retention rate:*** the proportion of pupils enrolled in primary school in a given school year that continues to be enrolled, whether promoted or not, during the following year.

***School–age population:*** refers to the population in the officially defined primary school age–group, whether enrolled in school or not.

***Survival rate:*** percentage of children starting primary school together in a given year (here, 1988) who eventually attain a specified grade (here, grade three), but not necessarily together.



BEST COPY AVAILABLE

***Teachers needed to achieve UPE by the year 2000:*** estimates of the number of teachers that would be needed by the year 2000 assuming that (i) the gross enrolment ratios observed in 1990 continue unchanged to the year 2000 and that (ii) countries with pupil: teacher ratios greater than 50:1 in 1990 would improve gradually so as not to exceed 50 pupils per teacher by the year 2000; for other countries, the 1990 pupil: teacher ratio was used to estimate the number of teachers needed for UPE.

***Universal Primary Education (UPE):*** refers to the enrolment of all school–age children in primary school, i.e. 100% net enrolment.

**Data sources**


BERSTECHER, D.; CARR-HILL, R. 1990. Primary Education and Economic Recession in the Developing World Since 1980. A special study for World Conference on Education For All, UNESCO, Paris.

CARR–HILL, R.; KING, K. 1992. The Challenge of Educational Aid to Africa. Organisation of African Unity, Donors Meeting, Dakar.

LAPOINTE, A.; ASKEW, J.M.; MEAD, A.N. 1992. *Learning Science*. The International Assessment of Educational Progress, Educational Testing Service, USA..

—. 1992. *Learning Mathematics*. The International Assessment of Educational Progress, ETS, USA.

UNDP 1992. *Human Development Report*. Oxford University Press, New York.

UNESCO 1988. Population Estimates and Projections based on United Nations Population Division (1988 Revision), Division of Statistics, Paris.

—. 1986. *World Fertility Survey, Fertility in the Developing World 1986, in Basic Education: Actions and Needs at Country Level*. (1992), Division of Basic Education, Paris.

—. 1990. Literacy Estimates and Projections based on Actual Country Data Supplied by the United Nations Statistical Office, Division of Statistics, Paris.

—. 1990. *Basic Education and Literacy : World Statistical Indicators*, Division of Statistics, Paris.

— 1980–1992. *Statistical Yearbooks*, Division of Statistics, Paris.

— 1991. *World Education Report 1991*, Paris.

—. *Statistical Issues Series*, Div. of Statistics, Paris:

1990. STE 1, "Demographic pressure on primary education";
1991. STE 2, "Primary education: the excluded";
1992. STE 6, "Primary education: survival";
1992. STE 7, "Teaching staff: levels of qualification and age structures;
1992. STE 9, "Primary education: age in grade 1";
1992. STE 10,"Special survey on primary education: urban and rural schools".

—. 1992. *Les depenses d'enseignement dans le monde : évolution passée et perspective à moyen terme*. Division of Statistics, Paris.

—. 1992. Sources, No.41, October, Paris.

UNICEF 1993. *The State of the World Children*, Oxford University Press, New York.

WARWICK B.ELLEY 1992. *How in the World do students read?* The International Association for the Evaluation of Educational Achievement, IEA Headquarters, The Hague.

WORLD BANK 1992. *World Development Report*, Washington.

—. 1990. *Improving Primary Education in Developing Countries*, Washington.

**"Everyone has a right to education" states the Universal Declaration of Human Rights. Yet today, some 128 million children have no place in school and will soon join the ranks of illiterate adults, now estimated at 948 million — one out of four adults in the world.**

**At the World Conference on Education for All in 1990 — the largest-ever international gathering of governments, international agencies, professional bodies and voluntary organizations to deliberate on education issues — the world community commited itself to provide education for all children and adults.**

**How far is this commitment being fulfilled? This report is the first attempt to give a global overview, through the graphic presentation of data, of the current situation of basic education and the significant trends affecting it. A league table shows key indicators for 87 developing countries listed by their Net Enrolment Ratio for primary education — the focus of the report. Another table shows how 121 countries are implementing the Framework for Action agreed at the World Conference.**

The report is published by UNESCO for the International Consultative Forum on Education for All, a global mechanism established to promote and monitor progress toward "Education for All" (EFA) goals.

For further information, please contact:
*EFA Forum Secretariat,*
*UNESCO,*
*7 Place de Fontenoy,*
*75352 Paris 07 SP, France.*
*Tel: (33-1) 45680890*
*Fax: (33-1) 40659406*